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ABSTRACT

A consultant and guest trainer implemented a practicum intervention designed to enable the graduation of 10 at-risk Latina women from a day care teacher training program. The trainees had been identified as being at-risk of dropping out of the program due to a lack of English-as-a-Second-Language (ESL) and literacy skills, low self-esteem, and lack of motivation. During the course of 12 weekly 90-minute sessions, trainees drew on their cultural heritage to develop ESL and literacy skills, motivation, and a sense of competency and self-esteem. Practicum evaluation data indicated that the intervention was successful. All participants graduated from the program. Analysis of the evaluation data indicated that 9 of the 10 graduates met the agency's day care teacher competency standards and exceeded state standards. The intervention's emphasis on the trainees' cultural heritage led trainees to value their language and culture and share them with children in day care, and to feel comfortable expressing themselves in English with children, parents, and employers. Related materials, such as a teacher evaluation form, word list, and vocabulary test, are appended. (RH)

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Improving Literacy Skills & Self Image
Within
The Daycare Teacher Training Program
Through An Emphasis On Cultural Heritage

by

Barbara Buchan

Cluster XXVIII

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A Practicum (I) Report presented to the Ed.D Program in Early and Middle Childhood in
Partial Fulfillment of the Requirements for
the Degree of Doctor of Education

NOVA UNIVERSITY

1990

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ABSTRACT

Improving Literacy Skills And Self Image Within The Daycare Teacher Training Program Through An Emphasis On Cultural Heritage. Buchan, Barbara, 1989: Practicum Report, NOVA University, Ed.D. Program in Early and Middle Childhood. Descriptors: Adult Employment Training/ Experiential Training/ Accredited Training/ Continuing Education/ Trainer Expectations For Students/ Latina Women/ Unemployed/ Non-traditional Students/ Early Childhood/ Daycare Teacher Training/ ESL/ Literacy Skills/ Hispanic Cultural Heritage/ Self Esteem/ Cross Cultural Issues/ Racism/ Discrimination.

Ten Latina women enrolled as trainees in a nine month, 12 credit, experiential daycare teacher training program, had been identified as being in danger of dropping out of the program due to a lack of ESL/literacy skills, low self-esteem and lack of motivation. The goal of the practicum was to enable at least eight of the 10 trainees, so identified, to complete the training program and graduate as competent daycare teachers.

The writer designed a series of 12 weekly, 90 minute sessions, led by program staff, during which trainees drew upon their cultural heritage to develop needed verbal and written ESL/literacy skills, motivation, a sense of competency and self esteem. The writer adapted an agency developed teacher performance evaluation tool, designed instruments with trainee input, and also used an approved Spanish translation of the adult version of the Coopersmith Self Esteem Inventory (CSEI) as pre- and post tests, to measure trainees' progress regarding: teacher level performance, acquisition of spoken and written English/Spanish vocabulary, perceptions of Latino cultural heritage as an asset as well as a handicap for teaching in American daycare centers, and an increase in self esteem.

The results of the practicum were positive. All ten participants completed and graduated from the daycare teacher training program. Within one month of graduation at least six graduates had been hired, five as daycare teachers, one as a provider within a family daycare system. Analysis of the data indicated that nine out of ten graduates met the agency's and exceeded the State's daycare teacher competency standards. The emphasis placed upon their cultural heritage led graduates to value and share their language and culture with children in daycare; to expand their spoken and written English vocabulary, and to feel comfortable about expressing themselves in English with children, parents and employers. Many of the graduates showed a marked increase in selfconfidence and self esteem, corroborated by a 20% gain in CSEI scores.

CHAPTER I

Introduction

The Work Setting and Community

The non-profit institution was founded in 1972 with the dual mandate to train adults to work with young children from birth to six years of age; and to provide quality educational daycare for young children. Since that time the Center has offered college accredited training in early childhood growth and development at both undergraduate and graduate level through affiliation with local colleges. In 1985 the Center initiated an innovative entry level employment training program using an experiential approach for individuals interested in childcare careers. The program was designed in three month cycles to enable trainees to enroll for a single cycle, six-credit program, to prepare for positions as assistant teachers; or to enroll in all three cycles, worth 12 credits, to qualify for teacher level positions in day care. The program included individual counselling, and blended theory with practical experience gained in the lab school day care setting. The program was available in both English and Spanish.

Since 1988 the Center has provided quality day care at three sites for approximately 150 children, aged from one month through nine years. The programs use a developmental approach to accommodate a wide range of needs including those arising from abuse or neglect. Staff members consult with business, industry and human service organizations to find innovative solutions to the problems posed by the acute shortage of affordable, quality day care for their employees' children. An outgrowth of such activity are two of the three sites managed by the Center: an employer sponsored day care center for toddlers and preschoolers, and a center for the infants and toddlers of teen parents.

The institution is located in the second largest city in one of the New England states. Approximately 164,655 people live within the city and an additional 648,533 live in the

surrounding county (Chamber of Commerce, 1988). According to locally conducted demographic studies, (On-Site Insight, 1987), an overall population increase of 2% is anticipated by 1995. The size of the Latino population however is said to have increased from 6,877 in 1980 to 12,000 in 1988, and is projected to reach 15,000 by 1990.

The city, originally founded as a mill town for heavy industry has gravitated today to service enterprises, medical/biological research and high technology. Amenities include ten four year colleges and two two year colleges, a recently built popular entertainment center which is generating the income with which to rejuvenate the downtown area, and plenty of open spaces, lakes, woods and ponds available for recreation. Other cultural resources include an internationally recognized art museum, an armory museum, several restored historic buildings used for concerts, education or other civic gatherings; and a rapidly expanding science center with visions to serve the Northeast.

The workforce has been in short supply. Since 1986 the unemployment rate has been low. In 1988 the rate for the Caucasian population was 2.9%, and the rate for Latinos was 5-8%. According to 1988 Department of Public Welfare statistics, 32% of the clientele receiving Aid to Families and Children (AFDC) were of Latino background. Newspaper headlines (Ribandeneira, 1988) described how the statewide employment miracle was by-passing Hispanics. A hundred Latino leaders, in their prioritization of the 10 most pressing needs for their community, included: the need to increase the number of training and support programs as the way to ease the entry of Latina women and youth and unemployed persons into the workforce.

Housing and property values have trebled since 1984. The corresponding increases in mortgage and rental rates have deterred those living out of state from moving, and working within the state; and have encouraged families, unable to afford the increased housing costs, to move out of state. The city's cost of living index was only 40 points below that of the capital city in the state, the latter having been cited as the city with the highest cost of living index, nationwide.

There has been a concerted effort by the city's private and public sector, including the Chamber of Commerce, the United Way, the Public Schools, the Alliance for Education, as well as human service and state agencies, to pool forces with which to combat the local labor shortage, projected to continue into the 21st. century. The community's leadership convenes annual conferences to report the progress being made in city planning for the year 2000. The community recognizes that the trends, noted by Hodgkinson's study (1986) concerning national demographics of education from kindergarten through graduate school, have local parallels. the future workforce

will primarily come from the children of today's poor and immigrant families; that the community's future wellbeing (Pennar, 1988) depends upon improved education and family services; and that the level of literacy skills, and reduction in the high school drop out rate, is related to productivity (Nussbaum, 1988). The City's response has been to start up initiatives such as early childhood intervention programs, developmental curricular approaches in magnet primary school programs, alternative programs for students 'at risk' and programs for teen parents. Local business men provide internships and/or scholarships for post secondary education as an incentive to students to complete high school; others limit their employment of high school students to twenty hours per week to ensure that students allocate sufficient study time to maintain passing grades.

Statewide priorities for education have been affected by the financial cutbacks made in federal funds in 1981, an event which coincided with the passage of the state tax law, proposition 2.5. The latter resulted in the loss of thousands of positions in the commonwealth's public schools; and in the loss of educational expertise as educators flocked to other occupations, or moved out of state. The cutbacks in education and low salaries also served to discourage students with potential from entering the field of education.

The change in socio-economic climate due to increased living costs has caused both parents in a family to enter the workforce in increasing numbers. In 1988 the mothers and fathers of 60% of all children under six years, had entered the workplace. By 1995 this figure is projected to increase to 75%. Some families will need both child and elder care, (Erllich & Garland, 1988).

The sudden and dramatic increase in the need of working parents for daycare since 1984 has caused demand to outstrip supply. In 1985, following input from the Governor's daycare taskforce (Marshall et al., 1988), the state legislature allocated additional funds for three successive years, to increase the number of subsidized childcare slots and staff salaries 40%. Despite the fiscal measures taken to attract individuals to the daycare industry and to retain daycare staff, the average annual statewide staff turnover was 45 % plus (Farley, 1988). Some turnover was ascribed to poor working conditions and still inadequate salaries. Other turnover was due to the expansion in the number of daycare centers and slots, to the increased number of employment opportunities in early childhood infant/toddler/preschool and intervention programs.

The federal and state cuts of 1981 have led to the presentday, statewide public school teacher shortage. The shortage might become more severe due to the changing requirements for state teacher certification. (As of 1989, public school teachers with a baccalaureate degree in the arts

or sciences, are required to take a fifth year of coursework, alongside their teaching load, to earn teacher certification). The shortage of minority teachers has already reached crisis proportions. According to news reporter Ruben, (Boston Sunday Globe, December 18th, 1988) the ratio of minority : non-minority teachers in the state has been dwindling at a time when the ratio of minority : non-minority children has been increasing. There has also been a corresponding decline since 1984 in the number of minority group members interested in entering college, and in the number interested in becoming teachers.

A locally conducted survey (United Way, 1986), found a similar shortage of qualified teachers and a marked shortage of qualified Spanish-English speaking teachers within both public schools and daycare centers. The 28% increase in the number of children of Latino origin, aged 5-14 years since 1980 in the local public schools led to a corresponding need for bilingual teachers. The survey also found a substantial unmet demand for daycare. The parents of 2800 children under 6 years expressed interest in placing their children in daycare if new facilities became available; and the parents of an additional 2900 children were keen to seek superior alternatives to their present childcare arrangements. The need for further expansion of community infant and toddler daycare was documented in July 1988 by the local Child Care Resource and Referral agency: 65% of the 3000 telephone calls requested information about slots for infant/toddler care for which age group slots were unavailable.

The writer's agency staff (Hale & McKeon) surveyed staffing needs in 20 of the city's daycare centers in November '87. They found that twenty-two teacher level positions, three of which required head teacher qualifications, and four assistant teacher positions were vacant, many unfilled since the previous summer. Secondly the anticipated start-up and expansion of additional daycare sites early in 1988 was likely to generate the need for a further twenty teacher positions. The identification of 42 daycare teacher openings did not include anticipated staff departures. The teacher shortage, coupled with increased professional opportunity in the field, might explain why the writer's agency experienced an unprecedented level of staff turnover. During 1988 staff needed to be hired for 13 out of 16 direct service positions at one site; and 7 staff needed to be hired to refill 14 direct service positions at a second site. The survey also found that 18 of the 20 daycare centers were eager to hire a bilingual (Spanish) teacher because of the number of children of Latino heritage enrolled in their program. The local Headstart program also spoke of their need for more bilingual Latina staff to be role models because 27% (140 of 533) of their children were of Latino heritage and spoke Spanish.

Enrolled in the experiential training program were non-traditional students, diverse in age, ethnic, cultural and socio-economic background. Their formal education has ranged from 3rd grade level to post graduate level.

The target population has included the unemployed, displaced home makers, dislocated workers, recipients of aid to families with dependent children or recipients of general relief, members of the Job Corps, the disabled in need of rehabilitation, immigrants; those transferring from other occupations; and high school graduates who wish to explore the field of early childhood or an experiential approach to higher education.

The Writer's Work Setting and Role

The writer, formerly the institution's executive director, served as consultant and guest trainer to the director of the Center's daycare teacher training program. The writer was responsible for developing, implementing and evaluating a twelve week program, designed to prevent trainees from dropping out of the daycare teacher program. The program included activities designed to improve Latina trainees' command of English and increase their literacy skills and self-image; to revise an agency instrument with which to assess teacher readiness to take charge of a group of preschool-aged children; and to document trainees' progress.

The writer's credentials include undergraduate studies in the social sciences, a master's degree in child study, state certification to teach preschool - eighth grade as well as to teach young children with special needs, and credentialing as a validator for NAEYC early childhood program accreditation. She has had extensive professional experience in the early childhood field, including parent cooperatives, day care, collaboratives for mainstreaming moderate and severe special needs, Headstart, public school systems K - 12th. grade as well as Follow Through programs K - 3rd. grade in 10 different states. For the past 15 years the writer has also designed and delivered training for future and current early childhood professionals in traditional and non-traditional institutions of higher education. The writer has engaged in early childhood activities as a parent, teacher, founder of preschools, trainer, program/curriculum developer, workshop leader and adjunct faculty instructor, administrator, consultant, boardmember and as a change agent.

CHAPTER II

Study Of The Problem

Problem Description

The agency had experienced considerable difficulty in recruiting and enrolling trainees with the qualities and capabilities needed, to train as competent daycare teachers rather than as assistant teachers. Qualities sought included a liking and caring for children, a sensitivity to their needs; and an ability to complete the accredited, experiential training program as approved by the State Office for Children.

Several factors contributed to this problem. In the first place the level of salaries and benefits continued to be a disincentive to those interested in entering the field. The annual salary range of \$14,000.00 - \$19,000.00 for a daycare teacher might have been manageable for an individual without dependents, but less so for a person who was a 'single head of household.'

Secondly the target selection pool was limited because of the state's low unemployment rate which overall has been 3% or less for the past two years. The unemployment rate for the Latino population during the same time period had varied between 5-8%. The target pool available, generally consisted of the dislocated worker, the immigrant, the person in need of rehabilitation, or the person receiving welfare assistance. The selection pool primarily consisted of individuals who were at a point in their lives, where they were contending with multiple problems.

Thirdly there was a tendency, despite briefing by the Director of Training, for referring agency counsellors to perceive day care teaching as an occupation that anyone could do, and therefore to refer clients whom they were unable to fit into any other training program. Counsellors occasionally even referred individuals, recently convicted for lack of parenting skills, (i.e. child abuse)

Lastly, the hit and miss approach to publicizing recruitment for the training program suggested a need for improved marketing. Hitherto marketing had primarily consisted of publicity via flyers, sent by bulk mail to welfare recipients, to human service and state agencies, and to educational institutions and colleges. Limited time had been devoted to building community awareness about the training program. Agency staff had conducted briefings and workshop sessions

to inform referral agencies. Staff had also disseminated information about the training program verbally at meetings of potentially interested participants and referees, through newsprint articles, press releases and through early childhood newsletters. More recently, the information had also been spread through radio programs and television appearances. Over the years personal recommendations, or information passed by word of mouth had also brought recruits.

Originally the criteria required for entry into the training program had been set to ensure inclusion rather than exclusion from the selection pool. The agency's director of training had reported that many applicants of Latino origin with sought after qualities, had only completed their formal education at 3rd. or 4th. grade level; and that too many aspects of day care teacher training and teaching seemed to have been jeopardized when trainees functioned with less than 8th. grade skill levels. Therefore in the fall 1987, the minimum basic skills level for entry into the program had been raised from 5th. to 8th. grade level, as measured by the Test of Adult Basic Education (TABE). This test had been administered to prospective trainees in English and Spanish by the Department of Public Welfare.

The problem was that approximately 10 out of 20 trainees of the class enrolled in the daycare teacher training program were in danger of failing to graduate from the program for lack of ESL/literacy skills and lack of motivation. If the problem were solved, an increased number of trainees, enrolled in the daycare teacher training, would be successfully trained to become professionally qualified, competent teachers of children in day care. Secondly the supply of professionals, qualified to work with young children in local day care centers, would be increased. Thirdly affirmative action goals for educators in the city would begin to reflect the ethnic backgrounds of children enrolled in day care centers.

Problem Documentation

Agency records and statistics documented that over a three year period, during which the number of teacher level positions outstripped the supply of teachers, only 22 out of 67 teacher level qualified graduates accepted teacher level positions, while 32 accepted assistant teacher positions. The reasons, cited by graduates who chose to accept assistant teacher positions, were a lack of self-confidence in their own competence; and/or an inadequate command of English with which to take charge of a class.

Thirteen failed to seek any form of employment. Staff follow-up indicated that many lacked self-confidence or the motivation to take a job.

Further indication that the level of ESL/literacy skills might have interfered with graduates'

ability to take on teacher level responsibilities was deduced by examining graduates ethnic background as shown below (Table 1).

Table 1

Family/Group Daycare Teacher Training Program Graduate Survey Data Collected 12/87 - 2/88

67 - Total number of Graduates Qualified for Daycare Teacher Positions

<u>Ethnic origin</u>	<u>Position Levels of Employment</u>
16 Latina	5 accepted teacher positions 11 accepted assistant teacher positions
29 Caucasian	17 " " " " 12 " " " "

<u>Ethnic origin</u>	<u>One/One Interview Responses</u>
13 Latina	9 lacked self-confidence to accept teacher level positions
14 Caucasian	6 lacked self-confidence to accept teacher level positions
13 Latina	5 lacked command of English to accept teacher positions
13 Latina	10 did not view own cultural heritage as professional asset
24 origin not recorded	17 recommended additional curriculum coursework and supervised teaching to increase teacher level competence.

Ethnic background appeared to influence the ratio of those accepting teacher versus assistant teacher level positions. Review of the ratios of graduates from Latino and Caucasian backgrounds suggested that had all factors been equal the two ethnic groups would have selected proportionately equal numbers of teaching and assistant teacher level positions. Given that assumption, the proportion of Latina graduates accepting teacher positions might have been anticipated as being closer to 10 rather than 5 in number. The fact that this was not so lends credence to the feedback from Latina graduates, indicating that lack of selfconfidence and command of English had influenced the position they chose to accept. Out of 13 Latina graduates interviewed, 9 had lacked the self-confidence to accept teacher positions, and 5 felt that they also lacked the literacy skills with which to take charge of a class. In contrast, out of 14 Caucasian graduates interviewed, only 6 lacked the self-confidence to accept teacher level positions.

Lastly according to staff, very few of the Latina graduates viewed their ethnic heritage as an asset for being hired as daycare teachers, or as an asset to share with children in their classroom.

Causative Analysis

The causes under lying the problem seemed to be that trainees:

- * lacked self-esteem and self-confidence in their own ability,

- * lacked a sense of pride in their own culture;
- * lacked an adequate command of spoken and written English;
- * found the goal of attaining teacher level competence to be overwhelming.

Relationship Of The Problem To The Literature

The literature search identified organizations which had been confronted with problems similar to those of the writer's own agency. A study conducted by a Child Care Resource and Referral Agency (Copeland & Roach, 1986) focussed upon the shortage of, and therefore the need to recruit family day care providers. A second referral agency addressed the problem of finding good 'subs' (Bellm & Whitebrook, 1985). Yet another study (Portage Township Schools, 1981), found that adults with 0-4th. grade skill levels failed to use the continuing education classes they had completed to further their employment options. Lastly, two studies tackled the problem of how to reach out to, engage the interest of and educate women at home about children's diet and childcare skills.

The problems faced by the two child care referral agencies were similar to those confronting the writer's agency regarding the recruitment of trainees for its daycare teacher training program. There was a need to study how to generate a supply of family day care providers and good teacher substitutes. Family daycare and substitute teaching were described as occupations with a high turnover rate. Therefore the supply of practitioners, just as that of individuals passing through a training program, needed constant replenishment. Secondly, individuals capable of providing children with quality care were hard to find. The job was demanding, the pay low, and the prime incentive for the provider was the opportunity to make a contribution to children and their families in the community. The finding (Portage Township Schools, 1981) that adult students with 0-4th. grade basic level skills, enrolled in continuing education courses to improve their skills in English, to bolster their self-esteem but without the intent of improving their employment prospects, was significant information. No mention, however, was made as to whether adult students with basic skills at 5th. grade level or higher used their education very differently, that is as a means to enter, or to advance their careers. As mentioned earlier, one of the criteria for entry into the agency's day care teacher training program had been changed; and candidates required at least 8th grade level academic skills to enter the program.

Two programs addressed the problem of developing an effective low budget outreach approach with which to educate parents about nutrition and childcare/parenting skills. The first revolved around an urgent need to improve the nutrition of infants and toddlers in rural Nicaraguan and

Philippine communities (Cooke & Romweber, 1977). The foods with which to improve the babies' nutrition were cheap and readily available to the mothers. Important questions however required resolution. Firstly, how best to engage the mothers' interest so that they would be receptive to the information, and willing to follow the directions needed for the foods' preparation. Secondly how to convey information at low cost to mothers whose formal schooling had frequently terminated in 3rd. or 4th. grade. The latter study involved a group of community colleges (Oertli, Taylor & Edmonds, 1985) concerned about how to improve the quality of childcare provided by family day care providers through a low cost home based training program.

Granted, use of an ineffective recruitment process was likely to affect the size and quality of the selection pool from which trainees of the desired calibre might be enrolled. There proved to be a body of research which identified problems common to the training of clients selected from a target pool consisting of displaced homemakers, the unemployed, the unskilled and welfare recipients. Barriers to success, cited by Shaddix & Allen (1985) concerned low self-esteem and depression. Wirtenberg (1978) found that the greatest barriers women faced when engaged in employment training programs, or in improving their occupational potential, stemmed from a low self-concept or an inability to believe in their own potential. Where Gaudy was concerned (1987) the main barrier to success proved to be related to lack of motivation.

According to Hollenback (1985), women training for non-traditional occupations required more counselling, more support and training in job seeking skills than those training for traditional occupations. The occupation of daycare teacher, whilst viewed as a traditional occupation for women in America might be viewed as a non-traditional occupation by a woman of Latino heritage for whom the traditional role was that of a wife, mother and homemaker. (Guernica & Kasperuk, 1982). Thus a willing recruit/trainee might meet with a lack of support from family or friends.

Victims of illiteracy, Kozol (1985) documented, were denied entry to many state training programs and/or employment opportunities. Nationally the adult illiteracy rate was 30%. The adult illiteracy rate in some large cities such as Boston, Massachusetts, was said to be as high as 40%. The statistics too, regarding the effectiveness of adult literacy programs were discouraging. Nationally, approximately only 2-4% of all illiterate adults entered basic skills education programs, and of those who entered, 33% failed to complete a single semester (Hunter & Harman, 1979).

Darlington-Hope (1989), in a study of Latina welfare recipients, found that most welfare

employment and training programs for women were funded for periods shorter than one year. She ascribed the trainees' relatively high drop-out rate of 40% - 60% as being related to their inability to master the required skills and content within the time period allocated.

Darlington-Hope recommended that the education of this population be funded for periods of two years or longer to compensate for past poor quality education. Such an investment was needed to enable the population to support themselves and their families.

According to Guernica & Kasperuk (1982), other factors to consider were that Latina women, over thirty years old, were likely to have been less well educated than those under thirty years old, and that Puerto-Rican women were more likely to have been poorly educated than Cubans or Mexicans. This was useful information since most of the Latina trainees enrolled in the agency's training program, tended to be of Puerto-Rican origin, and many trainees were between 30 - 50 years in age.

Marketing research by Kotler (1987) and Ries & Trout (1989), indicated that educational/training institutions were frequently more concerned with meeting their own needs, than in identifying the needs of their clientele. Research by Cross (1981) supported this finding. Cross found that personnel involved in continuing adult education programs tended to assume that adults at large endorsed the notion of learning as a lifelong activity. Many of the adults who enrolled in continuing education classes or training programs, however, often viewed learning as a form of 'enforced lifelong schooling'; and tended to be among those students who dropped out of continuing education classes. There was also a tendency according to Wolf, (New York Times, August 21st, 1979) for educational/training institutions, in their eagerness to educate non-traditional students, to reduce educational standards.

Research conducted among professional women who voluntarily entered psychotherapy revealed that a common issue for them was 'getting stuck' (Schenkel, 1984). The subjects found the goals which they desired and held for themselves to be overwhelming. They felt paralysed and therefore made no attempt to reach their goals. This finding it was felt might prove to be an important issue to explore with trainees who were in danger of dropping out of the daycare teacher training program.

The literature revealed that problems with recruitment often stemmed from a failure to develop a planned process; to create public awareness regarding the need for day care; to involve potentially valuable community members in the process, such as current providers; a failure to set appropriate criteria for entry into a program, in particular with reference to academic skill

levels; and a failure to use the range of media necessary with which to disseminate the information to potential referral agents and recruits in the community. As a past welfare recipient who has since trained to become an outstanding day care teacher, remarked:

"I had no idea that I could make money loving babies"

The research showed that the target population from which trainees were selected, often experienced handicaps which interfered with their ability to complete employment/training programs. Trainee handicaps might range from a lack of support from family and friends to depression, from a lack of motivation, low self-esteem, or inability to conceive their own potential for growth, to differences in cultural values, roles and attitudes, low literacy math/language skills, or a need for adequate counselling/support for family. Secondly, training institutions frequently contributed to the failure of the trainees in their training programs. This happened when program designers failed to become knowledgeable about, and design the training program to meet their clients' needs.

The literature review enabled the writer to identify the essential components needed to improve recruitment, marketing and publicity for the training program. More importantly the literature review enabled the writer to identify factors capable of contributing to the success or failure of the daycare teacher training program being discussed. Repeated advice from marketing literature to base program design upon knowledge of client need led the writer to use insights into the Latino culture as assets in the design of activities to overcome and/or to combat commonly experienced client handicaps.

CHAPTER III

Anticipated Outcomes And Evaluation Instruments

Goals and Expectations

The goal projected was for eight out of ten trainees, who had been identified as being in danger of failing to complete the program for lack of ESL/literacy skills, low self-esteem and lack of motivation, to graduate from the daycare teacher program. To attain the goal the following behavioral objectives were developed:

Behavioral Objectives

- * Eight out of ten trainees would graduate, qualified to be employed as competent daycare teachers.
- * Trainees would acquire the command of spoken and written English necessary for communication between teacher and children/adults.
- * Trainees would take pride in their own culture and in its sharing.
- * Trainees would acquire a positive self-image.

Measurement of Objectives

The instrument chosen to measure competency as a professionally qualified daycare teacher was an agency developed teacher performance evaluation form (see Appendix A). The instrument had been recently revised to meet the standards advocated for accreditation by the National Academy of Early Childhood Programs (1985), and to enable teachers and prospective teachers, to use the instrument for self-assessment - as well as for being evaluated by a supervisor. A five point Likert scale (1 = excellent to 5 = unacceptable), was used to measure the quality of teacher performance across the following areas: interaction between teacher and children, communication between teacher and parents, child centered curriculum planning with team members, teacher as role model, maintaining a learning environment, protecting children's health, safety and rights, and performance of professional/personal responsibilities. Certain items for which trainees would not be responsible, were omitted (see Appendix A). The instrument was to be administered as a pretest and as a post test to implementation. To meet daycare teacher competency standards on the post test, a trainee needed to maintain scores for 80% of the items between (3) = satisfactory and (1) = excellent. Since the number of items varied across domains, the score to meet the teacher competency pass level was determined by multiplying the total number of items for each of the

seven domains by a factor of 3, multiplying by a factor of 2 for above average (very good), and multiplying by a factor of 1 for outstanding as shown below (Table 2).

Table 2

Minimum Scores To Meet Daycare Teacher Competency Levels 3 - 1

Evaluation Areas	Satisfactory (3)	Very Good (2)	Excellent (1)
Teacher/Child interaction	54	36	18
Teacher/Parent Communication	6	4	2
Curriculum Planning	57	38	19
Teacher As Role Model	33	22	11
Maintenance Learning Environments	36	24	12
Health & Safety	39	26	13
Professional/Personal Responsibilities	21	14	7

The instrument devised to measure the trainees' acquisition of English vocabulary, had been conceptualized by the writer, and was to be developed as a cooperative venture between trainees, agency staff and the writer. Each week during the implementation period trainees were to initiate the classroom activity using Spanish vocabulary, which they were subsequently to translate into English. Trainees were to write down the Spanish and English vocabulary they used, with which they had been unfamiliar. The list of Spanish/English vocabulary generated by each trainee was to be photocopied and collated to form the group's cumulative biligual vocabulary list, the basis for the vocabulary test instrument (see Appendix B). This instrument was to be used to measure the extent to which the activities designed led to the acquisition of previously unknown spoken and written English vocabulary. The expectation was that trainees were likely to generate a need to learn a minimum of 25 new words each week. And therefore over a twelve week period, the measure for success would be for trainees to recall and use at least 250 English words with which they had been previously unfamiliar. The vocabulary test was to be administered in written form during the twelfth week of implementation (see Appendix C for sample page of test). Trainees were also to have the opportunity to demonstrate oral use/pronunciation of the vocabulary acquired when they presented products (see Appendix D) they had developed during the implementation period to their peers during the twelfth session.

The measure designed to determine whether trainees viewed their ethnic and cultural heritage

with pride, and as an asset for employment as daycare teachers, was also agency developed, with input from the trainees. The basis for the instrument's development was to consist of trainees' written responses regarding the ways in which trainees perceived their ethnic/cultural background as a disadvantage/handicap, or as an asset to becoming competent, professionally qualified daycare teachers (Appendix E). The instrument developed from the trainees' pooled responses, consisted of 12 items written in Spanish and English, six items listing ethnic/cultural assets, six items listing ethnic/cultural handicaps (see Appendix F). Trainees were to prioritize items 1-12. The measure was to be used as a pretest, administered during the first week of implementation, and as a post test during the final week of implementation. The intent of the instrument was to measure whether the designed activities changed the degree to which trainees viewed their ethnic/cultural background as a disadvantage/handicap or as an advantage/asset for employment as a daycare teacher. A 20% shift in trainees' perception of their ethnic/cultural background as an asset to be cultivated rather than as a liability to be suffered was to be considered a measure of success for the activities implemented.

The instrument chosen to measure the final objective, to enable trainees to develop a positive self-image, was the adult version of the Coopersmith Self-Esteem Inventory (CSEI). Approval was obtained from Consulting Psychologists Press to use a Spanish translation of the CSEI adult version made by the trainees' counsellor (see Appendix G). The measure consisted of 25 written statements, in Spanish and English, which respondents would identify as being like or unlike themselves. The measure was to be administered orally in Spanish as a pretest and as a post test to ensure that each trainee understood the questions. Trainees were to record their responses to the 25 statements on forms printed in Spanish and English. The appropriate response to each statement was worth four points, the maximum score possible being 100. Following the advice of other practitioners familiar with the CSEI, the writer determined that the activities designed would be considered as having contributed to a trainee's positive self-image when an individual's score increased by 12 or more points. A comparable score increase by seven out of ten participants would indicate that the activities designed had contributed to an improved self-image among group members.

Measurement Of Objectives

<u>The End Result</u>	<u>Evaluation Tool</u>	<u>Standard Achievement</u>
1. Graduation: 8 out of 10 trainees (at risk) graduated as competent daycare teachers.	1. teacher readiness assessment measure. (See Appendix A)	1. score Likert scale 1=high; 5=low 80% scores between 1-3.
2. Trainees' English verbal and written vocabulary increased by at least 250 previously unknown English words.	2. vocabulary tests oral/written developed, based upon trainee elicited Spanish vocabulary, translated into English by agency personnel. (See Appendix B, C)	2. A minimum of 250 words in oral and written English, previously unknown to trainees.
3. Trainees proud of their own culture.	3. questionnaire developed by trainees and agency personnel (See Appendix D-F)	3. 20% change in trainees' perception: come to view own culture as an asset rather than as a liability.
4. Trainees possess a positive self-image.	4. Coopersmith Adult Self-Esteem Inventory Spanish translation (See Appendix G)	4. post test score 12 points or more above pretest score.

CHAPTER IV

Solution Strategy

Discussion and Evaluation of Possible Solutions

The following information and insights were considered as offering possible solutions: According to Guernica & Kasperuk (1982), effective marketing or provision of services to individuals of Latino heritage required knowledge of the differences and variation in attitudes, values and customs from those in America, as well as the variation from one Spanish speaking country to another. An illustration of the differences concerned the role of women. As mentioned in an earlier chapter, the traditional role for the Latina woman was to be a wife, mother and homemaker. To her, the role of daycare teacher would seem to be a non-traditional role. Secondly those of Latino origin, once past their teen-age years, supposedly tended to live and work in foreign countries without assimilating indigenous cultural values. Given this information, the training program would need to find ways to enable Latina trainees to make a ready transition from homemaker to professional teacher. This was to be primarily accomplished through individual/group discussion, for example by identifying priorities such as the nurturant qualities common to both roles; and by clarifying bicultural values to ensure benefit to children in daycare. People from Latino cultures had been described as being proud of their heritage. Yet over a three year period agency staff had noticed that few Latina trainees viewed their heritage as one of their assets. To what might these conflicting statements be attributed? As survivors of the 'Holocaust' reported, when they finally reached the United States while Americans were friendly they had also been totally disinterested in hearing what had happened to survivors in Europe during World War II. Latina trainees may have experienced a similarly disinterested response from American born and raised daycare staff regarding their origins, culture, or reasons for immigration. Convincing trainees, that their cultural heritage was an asset, required the Center's administration to advocate multicultural appreciation as an agency wide priority.

People from Latino cultures apparently attached much importance to home life, and cherished their leisure time with family/friends. They viewed themselves as productive workers but not as workaholics. This perhaps explained why past trainees, although good workers in the classroom had frequently failed to complete their homework. Therefore a decision was made to dispense with the notion of homework, and to include intended assignments within the daily training schedule.

Other information, pertinent to the design of the training program, (Guernica & Kasperuk, 1982), concerned preferred means of communication. The Spanish language was described as being much richer in emotional content than English. Radio was said to be the most popular mass medium used. Less well educated women were said to be especially avid daily radio listeners. Favorite radio program topics included music, human interest/talk shows, and the news. The population in general, was said to be more interested in making conversation than in reading. Another study proved television effective in engaging the interest of, and teaching non-traditional students in the home about childrearing practices (Oertli, Taylor & Edmonds, 1985).

So the question was how to capitalize upon the assets mentioned. A love of conversation and radio programs indicated that Latina trainees tended to possess well developed verbal and listening skills. Hence activities designed to develop literacy skills, would draw upon listening and talking about topics, rich in emotional content, as a stepping stone to the later acquisition of a second language in oral, and written form. Further support for using human interest content came from the study of a radio program in which 'soap opera' type stories were effectively used to teach parents how to improve their infants' nutrition, (Cooke & Romweber, 1977).

A study by Ryan (1980), proved that the number of non-traditional students who completed continuing education classes increased when the instructor maintained an informal atmosphere, injected the content with humor and encouraged audience participation. Such features were obviously important to incorporate into the delivery of literacy skills instruction.

A successful strategy for training English and non-English speaking groups of trainees was developed by a certain banking/finance company (Garment Workers' Fact Sheet, 1987). The company's trainers had enabled non-English speaking Vietnamese and Chinese to keep up with English speaking trainees by delivering the same content on consecutive days, on day one to trainees in their birth language, and on the following day to repeat the content in English. A variation of this technique was considered as an effective way for Latina trainees to acquire ESL/literacy skills: initially trainees would deal with new content in their birth language; and thereafter rework the content in English. To reinforce memorization and build in peer support (Far West Lab, 1983), time would be scheduled for trainees to memorize new vocabulary with their peers or team staff members, preferably on a daily basis.

An alternative solution entertained was the notion to forego teaching literacy skills altogether. The shortage of qualified Spanish speaking daycare teachers was so acute, that graduates would probably be hired, even if their command of English was limited. The alternative considered was to

teach the entire accredited program in Spanish as described by Balboni (1986); and to build Latina trainees' level of self-confidence and self-esteem thru their mastery of skills, their understanding of early childhood growth and development. Such a solution would however leave graduates overly vulnerable to any deterioration in the job market, and would curtail the quality of their interaction and their ability to share their own cultural heritage fully with English speaking children, staff and parents.

One of the writer's objectives was to help trainees find the goal of completing the training program less overwhelming. Schenkel, (1984) in her counselling practice for women, had discovered that her clients readily attained goals by which they had previously been overwhelmed, once they were assisted in breaking their goal down into small manageable steps. Kozol (1985), cited the same feature as contributing to the effective education of U.S. military servicemen who had previously failed within the public schools. Therefore the training activities designed would do well to emulate the simply conceptualized, concise and clearly worded modules of instruction frequently found in the instruction manuals used by the armed forces.

Two solutions were identified which had eased the entry of displaced homemakers into both traditional and non-traditional positions in the job market. Hollenback (1985) had found that women were more readily able to move into non-traditional roles when given additional training in job seeking skills. To some extent this issue would be addressed through anticipated improvement in literacy skills, trainees would gain from the proposed supplementary ESL/literacy skills program. The staff at Far West Lab (1983), found that displaced homemakers' ability to enter the job market markedly increased when given peer support and contact with role models. The similarity of the problems and needs of displaced homemakers and Latina trainees, suggested that it was essential to build peer support and interaction with role models into the daycare teacher training program, as well as into the ESL/literacy skills program. Within the ESL/literacy sessions, peer support would be fostered by arranging for trainees to work on assignments in pairs or in small groups. The approach of cooperative learning had been found to enhance students' learning capacity (Sokoloff, 1989). Secondly role models, including program graduates who had become professionals in the field, would be encouraged to interact with trainees as speakers in class, as mentors or as future employers.

Two studies by Copeland & Roach (1986), and Emlen (1985), found that linking persons with an interest in individual trainees, contributed to the latter's sense of self-worth. To this end advisory board members and prospective employers were to be encouraged to take an interest in

individual trainees, perhaps by talking with trainees over lunch, or through participation in class, or at a mini-job fair.

The following research studies with recommendations for different ways to contribute towards the building of a positive self-image were considered as possible solutions. On reflection, however, they seemed more appropriate to include within other components of the training program. For example, one study which addressed staff attitudes, had found that use of audio-visual media proved to be an effective way to sensitize staff and trainers to the need to present a positive attitude towards persons with disabilities or handicaps (Bruyere, 1982). Similarly, 'hands on' training had proven effective for sensitizing cooperating staff to those with special needs (Kaplan, 1980). The use of audio-visual media and 'hands on' training would be highly effective for sensitizing and instructing agency staff about ways to support trainees' acquisition of ESL/literacy skills and interest in sharing a multicultural heritage.

Yet another approach found effective for encouraging trainees' aspirations was to: display popular/business magazines articles written about the need for quality childcare workers and daycare (Perry-Sheldon, 1983); and to put together a handbook illustrating the range of early childhood careers available, together with a record of the career paths taken by program graduates (Cathie, 1979). Again however, these ideas for boosting morale seemed to be more appropriate to incorporate elsewhere in the training program.

Lastly, the writer came upon a mistake, commonly made in the field of marketing, but critical to avoid. Ries & Trout (1989), recommended that it was essential to concentrate upon finding a single tactic, through which to provide an effective service, and from which a series of strategies would then flow. The mistake companies commonly made, was to reverse this sequence. That insight led the writer to conclude that the trainees' cultural heritage would provide the basis (or tactic), from which the various strategies for increasing ESL/literacy skills, sense of competency and positive self-image, as well as taking pride in their cultural heritage, would flow.

Description And Justification For Solution Selected

Over a twelve week period the writer planned to implement a series of activities for 10 trainees based upon their cultural heritage to accomplish the following objectives:

- * to enable the trainees to feel that the goal of teacher level competency was attainable by breaking down the syllabus content into a series of small manageable steps;
- * to increase their verbal/written English vocabulary by a minimum of 250 new words,

- * to develop their sense of pride in their culture/their ability to share same with children and adults;
- * to build their level of self-confidence and self-esteem.

Trainees were to draw upon their cultural heritage to attain the above objectives through storytelling, through sharing childhood memories, or favorite stories told by family and friends, memories of favorite foods, songs or games, places, people... The storytelling was to be extended through dramatized telling, mime, translation, writing and illustration, with potential to become classroom materials/activities such as recipes and cooking, or audiotaped stories. It was thought that some activities might lead to intermediate products which graduates would be able to take with them to job interviews, or use at home and in the classroom. Some, in the form of audio-tapes or bilingual books might eventually become marketable.

Justification For Solutions

The solutions proposed seemed likely to work for the following reasons. The strategies to attain all the objectives stemmed from a single tactic as advocated by Ries & Trout (1989). Trainees' pride in their heritage was likely to extend to a desire to share it with others because all class activities were to flow from that theme. Childhood memories retained, tend to provide personal and cultural insights for those listening. Shared in story form, trainees would come to recognize their contributions as assets. Secondly, several strategies would contribute towards building a positive self-image. The thematic use of the trainees' cultural heritage would show trainees that the agency considered multicultural resources important to develop and disseminate; and would acknowledge that trainees entered the program with assets (no focus on deficits) to share, a means through which to learn. Peer support, including cooperative learning, the participation of role models and mentors would also be incorporated into the design of activities, having been found to increase skill mastery, (Far West Lab, 1983; Hollenback, 1985; Emlen, 1985; Copeland & Roach, 1986) sense of competence and self-esteem (Dewey, 1959). The open ended nature of the cultural heritage theme would enable all trainees to participate, and as experts of their personal history to choose content they felt comfortable about sharing and translating. The theme also held potential for developing news and publicity within the community about the program and trainee accomplishments, all of which would boost the morale of trainees (Deran, 1987).

Literacy skills were likely to improve given all the research data built into the design of the ESL/literacy sessions. The content topics, would allow for expression of emotion and human

relationships – which the trainee may choose to share and use, or withhold. The approach may also serve to bridge the communication preferences of the two cultures – the Latino pleasure in talking and listening, the enjoyment of human interest stories (Guernica & Kasperuk, 1982), and the Anglo emphasis upon reading and writing. It was hoped that the theme might enable the trainee, her child's first teacher, to make a smooth transition from her role as parent and homemaker to her future role as teacher through the sharing of family stories. The weekly activity format was designed to break skill acquisition into a series of small manageable non-fail segments (Kozol, 1985; Schenkel, 1984), and to use varied strategies and media to engage, retain, and promote successful course completion (Ryan, 1980; Cooke & Romweber, 1977). The program designed was non-fail in the sense that each trainee was allowed to start 'where she was at' in her ability to communicate in oral and written form, and to extend from that point on at her own pace; and each trainee was also the undisputed expert of the content she chose to share. Such an approach would allow trainees to discover or bring other strengths and interests into play in the effort to acquire literacy skills (Dewey, 1959). The method of bilingual delivery of instruction, found so very effective for retention of content in a similar employment training program, was also adopted (Garment Workers' Fact Sheet, 1987). Oral and written memories expressed by other adults whose education had been limited, resulted in the production of an interesting series of anthologies (Cornish, 1978). It would be conceivable for trainees to generate comparable bilingual products and come to view themselves as increasing in competence.

Report of Action Taken

The original plan had been to hold twelve, two hour sessions one morning each week to enable 10 trainees to develop the ESL/literacy skills and self-esteem needed, to graduate from the daycare teacher training program. The length of the sessions was reduced to 90 minutes to accommodate the trainees' attention span and staff availability. The topics focussed upon sharing childhood memories about people, places, feelings, events, favorite foods, and cherished belongings. The assignments for each topic spanned two or more sessions. As previously agreed upon, program content other than planned, was substituted in response to trainees' needs. The topic was changed on three occasions: to respond to trainees' anxiety over the weekly vocabulary quizz; to enable trainees to prepare for job interviews, and to discuss the issue of racism within daycare centers and the community. The same format and procedures were followed for each session, with the exception of the first session which included an orientation. The orientation addressed the purpose and

underlying rationale, the format, procedures and activities for the Cultural Heritage and ESL/Literacy Skills program, and its anticipated benefits for trainees. Information was invariably delivered first in Spanish and then repeated in English. A bilingual summary describing material to be covered at a subsequent session was not distributed to trainees at the close of each session as planned due to lack of staff time.

Planning the initiative began at least two months prior to implementation. The writer met with the Director of Training and the bilingual Counsellor on four occasions for a total of about seven hours, to define the needs of trainees and staff; and to discuss/develop the proposed program and the instruments with which to measure trainees' progress. The writer next met with the agency's Executive Director to obtain approval to implement the program proposed. She then wrote to the publishers for permission to translate and use a Puerto Rican Spanish translation of the Coopersmith Self-Esteem Inventory Adult Version. (The process to obtain official approval from the publishers to use the adapted CSEI took six months). The writer then adapted and/or developed, and computerized the format of the various forms and measures to be used to meet objectives, including the CSEI which had been translated into Puerto Rican Spanish by the bilingual Counsellor. The writer also spent two hours training the Director of Training how to administer each of the four measures to be used, (see Appendices A - G). For an overview of the administration of tests and implementation schedule (see Appendix H). The agency's administration also approved the use of agency equipment and the purchase of items on the list submitted by the writer (see Appendix I).

Originally the sessions were to have been led by the writer with the assistance of the bilingual Director of Training, and guests were to have been invited to participate and serve as role models. Subsequently, however, it became apparent that the trainees' limited command of English and in some instances Spanish, required the instructor/facilitator to be bilingually fluent which the writer was not. So the writer prepared the Director of Training and the Counsellor, both bilingually fluent, to lead the sessions. The writer's role during the weekly sessions became that of an observer/recorder, able to guide and give feedback to the Director of Training and Counsellor, and to monitor the progress of the initiative. The writer also assisted individual trainees with their assignments, and word processed the weekly cumulative vocabulary list, distributed by the Director of Training. The Director of Training decided to build guest contributors into the afternoon seminar/workshop sessions rather than into the ESL/literacy session, so that the entire class would benefit from interaction with their guests.

The bilingual Counsellor's role was to help trainees to clarify their command of Puerto Rican

Spanish so that Spanish words could be correctly translated into English; and to provide the Director of Training and the writer with guidance regarding cultural factors, and feedback she had gleaned from trainees. From the third week of implementation onwards, the counsellor drew up and administered a weekly 20 word quizz, consisting of words from the previous week she considered most important for the trainees to retain. Three of the measures, the teacher performance evaluation form (TPEF), the instrument to record ethnic/cultural perceptions as liabilities and assets (CHAHM), and the Coopersmith Self-Esteem Inventory (CSEI) were administered as pretests and as post tests. The CSEI was pretested the week prior to implementation. The TPEF pretest was completed over a two week period, the week prior to implementation and during the first week of implementation as part of the regular biweekly supervisory classroom visits to trainees classrooms. The CHAHM was administered during the first week of implementation. The post tests for all four measures, including the vocabulary test (Appendix C), were administered during the twelfth and final week of implementation. All measures was administered to suit the pace of individual trainees. For an overview of administration of all measures and implementation schedule (see Appendix H)

The Director of Training took full responsibility for administering all the pre/post measures. Originally the trainees' classroom supervisors were to have helped to administer the teacher performance evaluation form. The Director of Training however decided that it would be less time consuming since she paid biweekly supervisory visits to the trainees in their classrooms, to administer the TPEF herself. She also thought that by administering all the measures herself she would get to know the trainees well, and be more likely to establish trusting relationships with them, a factor which she felt might be **key** to their willingness to remain in the program. By assuming responsibility for administration for all the tests the Director also eliminated the extra training time that would have been needed to establish inter-rater reliability among several testers. The decision was also made for the Director of Training to administer the CSEI, item by item orally in Spanish, as trainees recorded their responses onto the bilingually written form, to ensure comprehension by all trainees.

Ten Latina trainees between 22-55 years, at risk of dropping out of the agency's daycare teacher training program for lack of literacy skills and positive self-image, were enrolled by the Director of Training in twelve weekly 90 minute sessions, referred to as the ESL (English as a Second Language) class. The week prior to implementation the Director of Training introduced the teacher performance evaluation form to the trainees as a mutually beneficial tool for herself and

trainees to use: to define expectations for the trainees to aspire to as future teachers, to measure trainee progress and teacher competency standards, and to use as a source of information during Director/trainee conferences. That same week the Director of Training and the Counsellor introduced the writer to trainees at a session during which trainees generated a list of cultural advantages and disadvantages they thought they might experience as daycare teachers in American classrooms. The topic generated lively discussion and in a very natural way, demonstrated the need for bilingual terms, and spawned the first 25 words of the cumulative group vocabulary.

The Director of Training welcomed the trainees to the first session, shared the idea of learning English as a second language through the telling and writing of childhood memories – stories which they might subsequently share with the children in their daycare classrooms. The Director of Training then distributed copies of the pre/post instrument (CHAM), for which trainees had provided input the previous week. The trainees' delight and surprise over their ability to produce such a tool, seemed to contribute to their enthusiasm to complete the test and to move on to the storytelling activity.

Telling stories, especially about their childhood proved to be a very comfortable way for trainees to enter the ESL/Literacy class. Most of the trainees came from families who depended upon information told, rather than written. All ten proved to be excellent storytellers, well able to hold the attention of the listener. Topics during the first session included: visiting a favorite godmother or aunt; a first trip to Puerto Rico; the pride of being picked up from school by her father with a horse and cart; a tale about a mouse and a cockroach, grandfathers, a father's tomato stand; being rescued by an uncle from a bull the day she wore a red dress; outwitting a relative, an icecream vendor, who had been too stingy to give Maria's 15 member family a carton of icecream. See *The Memory Of A Seven Year Old* (Appendix J).

The format for each session was the same. Trainees and staff exchanged news for about five minutes before beginning the day's ESL activities. From the fourth session onwards trainees completed a weekly 20 word quizz before embarking on the ESL activities.

Following a brief introduction to the topic assigned trainees chose a partner and worked in pairs. The requirement was for trainees to select and share a memory in their birth language with their partner which would be a) appropriate and interesting to share with a child under seven years old; b) and easy to tell in less than five minutes. Thereafter the trainees followed the process described below:

Step 1. Each trainee took turns to share a memory verbally with their partner.

Step 2. Each trainee wrote down the memory they had shared in their birth language. Where appropriate this was to be done in note form.

Step 3. Trainees convened as a group and in Spanish verbally shared the memory their partner had described a few minutes earlier.

Step 4. Trainees returned to work with their partners to decide between themselves as to which of the two memories shared, they wished to refine during the first week of the given assignment; and which memory they planned to save for the following week. (Time needed to complete steps 5-10 varied with trainees' levels of ability, complexity of memories and ability to work cooperatively).

Step 5. Partners discussed ways in which the telling of the memory or story might be strengthened, its plot clarified, simplified, made more dramatic...

Step 6. Partners wrote an improved version of the memory in their birth language.

Step 7. Partners translated the story into the second language (English). All vocabulary sought in the dictionary was recorded by each trainee in looseleaf vocabulary books in Spanish and English.

Step 8. Trainees repeated steps 4. & 5. to refine the memory/story in English.

Step 9. When time was available partners quizzed one another on the vocabulary they generated during the session. Memorizing vocabulary was not assigned as homework. Instead trainees were expected to make arrangements to memorize vocabulary with another trainee or cooperating teacher on a regular basis during their daily training schedule. From the fourth session onwards a 10 minute weekly quiz was given to increase trainees' retention rate of words generated the previous week.

Step 10. The last ten minutes of each session trainees contributed at least 25 previously unknown Spanish/English words which they had used in their story to the group's cumulative vocabulary list. The vocabulary was alphabetically wordprocessed after each session, (the most recently added words by being printed in **bold** lettering) and distributed to trainees within two days for them to memorize for the following week.

By the third session it became apparent that trainees were not memorizing the vocabulary generated each week. Therefore to ensure word retention the Counsellor volunteered to develop and administer a weekly quiz based on words generated the previous week. Trainees were so anxious at the prospect of being tested that the first 20 word vocabulary quiz held, designed to take 10 minutes, lasted the entire session. The discussion, and sometimes heated debate regarding the finer nuances and meaning of words, seemed to deepen trainees' interest in, and command of both

languages. Several trainees at subsequent sessions seemed to be less anxious about the quizzes and more willing to volunteer a new word or try a different part of speech; some mentioned that they were ready for the challenge of learning as many as 40 words per week ! The quizzes were conducted in different ways. Midway through the program several trainees not only volunteered a word on the list but put the English word into the context of an entire English sentence.

During class sessions the staff created a climate where trainee participation and humor were valued, where the pace was unhurried, and the staff responded to trainees' questions, concerns and needs.

Attendance was high during the first seven sessions. Nine or ten trainees arrived promptly each week and participated with enthusiasm. The average attendance however dropped to six trainees between the eighth and eleventh week for several reasons. The midpoint of implementation coincided with the State's new fiscal year and a drastic reduction in state subsidies to daycare centers, causing daycare directors to cut back on staffing patterns. Therefore some daycare directors came to depend upon the now experienced trainees for help and frequently prevailed upon trainees to absent themselves from class. The trainees for their part recognized that the job market had suddenly tightened and that their chance for landing a job upon graduation might depend upon the goodwill of the director of the daycare center where they were doing their practicum, and were anxious to oblige. Secondly the Director of Training had granted each trainee a week's vacation because several trainees had exhausted themselves in their efforts to meet the requirements of the program and the needs of their family. Lastly two trainees already employed, were only released to attend classes to complete course requirements, and therefore no longer attended the ESL sessions. The topic was changed for the second time to enable trainees to prepare to participate in mock job interviews with community daycare directors, sponsored by the local Chamber of Commerce (Appendix K). The sometimes hilarious roleplay and discussion generated the need for much new vocabulary, and highlighted how to make a good impression upon the interviewer. Trainees discussed the need to be punctual and how to dress appropriately. Trainees practised holding a good posture, maintaining eye contact and watching an interviewer's facial expression, expressing their priorities for, and experiences with children, asking questions concerning the program's philosophy, the responsibilities for the job opening, requesting interviewers to repeat questions they had not understood, and negotiating terms of employment. As it turned out a few of the mock interviews resulted in offers of employment. The third occasion the topic was changed was to respond to the issue of racism which trainees felt existed within several of the daycare settings in which they

worked as well as within the community (Appendix L).

The twelfth and final session was devoted to completing three of the post tests. First trainees took approximately five minutes to complete the CHAHM, and a further five minutes to complete the CSEI. Then after a few moments of rest they embarked upon the vocabulary test. Working at their own pace most trainees completed the test within 45 minutes. One trainee however took two hours to complete the test and earned the highest score. The Director of Training completed the post test of the TPEF during her supervisory classroom visits during the two final weeks of implementation.

CHAPTER V

Results

One out of the four objectives for the ESL/literacy program were met. The first objective, to graduate 8 out of 10 trainees who had been at risk of dropping out of the Daycare Teacher Training program, as competent daycare teachers, was met. The adapted agency instrument used as a pre/post test to assess teacher competence (Appendix A), found 8 out of 10 trainees to be competent as a daycare teacher and ready to take charge of a classroom. Nine out of ten trainees met the requirement (see Table 3), and obtained passing scores or better across at least 80% of the items within the seven domains assessed on the 5 point Likert scale. Eight out of ten trainees exceeded the requirement and scored at satisfactory or superior levels on all items within the domains assessed.

The second objective, to increase the trainees' verbal and written English vocabulary by at least 250 words with which trainees had been unfamiliar, was not met. The instrument used was a vocabulary test based upon the 300 words which trainees had generated during 11 weekly sessions (Appendix C). Four trainees met the objective by correctly scoring 250 or more words on the test, while five trainees failed to meet the requirement, scoring between 165 and 228 words. The individually ranked scores are shown (Table 4) and further analysed (Tables 5 & 6). The tenth trainee who had been working fulltime for several weeks was unable to be released from work to take the vocabulary test.

The third objective to encourage trainees to be proud of their ethnic and cultural heritage, and through program activities to enable trainees to perceive their culture and language as assets rather than as handicaps for working with children, was not met. The group of trainees did not make a 20% shift and overall perceive aspects of their cultural heritage as asset to be cultivated rather than as a handicap. The pre/post instrument developed with input from trainees (Appendix D-F), did however identify shifts in trainees' perception of several priorities, both assets and handicaps as described (Tables 7, 8 & 9).

The fourth objective, to increase trainees' self-image through the use of program activities, was not met. Seven out of ten trainees did not gain the 12 or more points anticipated on the measure

used, the Coopersmith Self-Esteem Inventory (Table 10). Four out of ten trainees did however, increase their CSEI scores by 12, 20, 20 and even 28 points (Table 11). As a group, the trainees demonstrated gains of 12 or more points on five items (Table 12).

Table 3

Pre/Post Test Scores To Evaluate Daycare Teacher Level Performance

Trainees	Teacher Child Interaction	Teacher Parent Commun-	Curriculum Planning	Teacher as Role Model	Maintaining Learning Environmts	Health & Safety	Professional Personal Responsib.
	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post	Pre Post
IA	54 - <u>18</u>	7 - 3	76 - 54	30 - 20	39 - 25	42 - 20	31 - 9
YG	53 - 24	6 - <u>2</u>	74 - 38	40 - 22	43 - 26	43 - 26	26 - 14
IN	36 - <u>18</u>	4 - <u>2</u>	72 - 42	22 - <u>11</u>	26 - <u>12</u>	26 - <u>13</u>	21 - <u>7</u>
MR	66 - 35	7 - <u>2</u>	70 - 57	40 - 27	44 - 38 ^c	44 - 38	24 - 23
AS	54 - 23	6 - <u>2</u>	67 - 25	38 - <u>11</u>	39 - <u>12</u>	39 - <u>13</u>	22 - <u>7</u>
CS	58 - 65	4 - <u>2</u>	70 - 76	19 - 34	46 - 48	46 - 26	29 - 23
CaS	36 - <u>18</u>	7 - 5	72 - <u>19</u>	22 - <u>11</u>	23 - <u>12</u>	26 - <u>13</u>	14 - <u>7</u>
ES	73 - <u>18</u>	6 - <u>2</u>	70 - 25	43 - <u>11</u>	40 - 23	45 - 14	23 - <u>7</u>
ZT	36 - <u>18</u>	6 - 4	72 - 29	33 - 22	24 - 33	34 - 27	19 - <u>7</u>
LV	36 - 31	8 - 5	58 - 54	35 - 29	38 - 34	33 - 38	14 - <u>7</u>
Pass Level	54	6	57	33	36	39	21

a) To meet daycare teacher competency standards trainees needed to maintain passing scores on 80 % of the items measured on a 5 point Likert scale between (3) = satisfactory and (1) = excellent.

b) The minimum pass level(satisfactory) was determined by multiplying the total number of items for each of the seven areas assessed by a factor of 3.

c) **Bold** printed digits indicate a failing score.

d) Underlined digits indicate level 1 (excellent) performance score.

The TPEF pre/post test seemed to be a tool with the potential to provide its users with valuable information. The individual pretest scores (Table 3) for the categories of teacher/child interaction, teacher / parent communication, and teacher as role model the scores for 6 or 7 trainees were already at pass level. A plausible explanation might be that the Director of training had selected excellent candidates for training; or that she had inflated the pretest grade levels. The latter explanation seemed less plausible when scanning the pretest scores of the other domains. The pretest scores of all 10 trainees for curriculum planning fell below pass level, the majority 10-15 points below. Similarly five to seven trainees pretested 10 points on average below pass level in the domains for maintaining a learning environment, health and safety, professional and personal responsibilities. The pretest/post test printout enabled users to appreciate the strengths, the excellence attained, and the remarkable potential for progress over a twelve week period as exemplified by several trainees. An example might be trainee ES, moved from pretest scores for teacher/child interaction from 73 to 18 (pass level 54), for teacher/parent communication from 6 to 4 (pass level 6), for curriculum planning from 70 to 25 (pass level 57), for teacher as a role model from 43 to 11 (pass level 33), for maintaining a learning environment from 40 to 23 (pass level 36) for health and safety from 45 to 14 (pass level 39), and for professional/personal responsibilities from 23 to 7 points (pass level 21). The information from the TPEF is equally valuable for identifying individuals who may at the time of pretest be inappropriate for training or require extra assistance, see trainee CS who entered the program with promising pass level pretest scores for teacher /parent communication and teacher as a role model but scored below pass level across five domains.

It was a triumph for the program to have met the first objective. The original cohort of trainees, enrolled in the nine month 12 credit daycare teacher training program, had numbered 20 trainees. Sixteen trainees graduated from the program, ten of whom had participated in the ESL/Literacy class. The trainees' accomplishment enabled the daycare agency to meet the training and job placement goals it had contracted with the funding agency; and enabled community daycare directors to fulfill affirmative hiring practices and hire well trained daycare teachers. Two Latina trainees had been hired prior to graduation. Within one month of graduation six of the Latina trainees had been employed, five as daycare teachers and one as a family daycare provider within a family daycare system.

The second objective, to measure the success of trainees' acquisition of English through the use of a trainee generated test, was not met (Table 4). Failure by five out of nine trainees to score 250 words correctly out of a total 300 words chosen by group members, seemed surprising. The results were at odds with the progress trainees had shown staff and the writer by the sixth session, when several were already able to speak and write simple sentences, some with fluency. Most of the words on the vocabulary list were commonly used words. The pass level set at 250 words allowed for a 20% memory lapse. Initially the writer wondered whether there might be a pattern between trainee performance level on other measures and their scores on the vocabulary test and reviewed the pertinent scores but found no evidence to support her enquiry.

Table 4

English And Spanish Vocabulary Ranked Individual Test Scores

<u># Trainees</u>	<u>Individual Ranked Score^a</u>
1	280
2	254
3	253
4	250
----- pass mark set at 250 words	
5	227
6	225
7	206
8	202
9	165
10	---b

- a) Vocabulary test consisted of 300 words in both Spanish and English with which trainees had been unfamiliar, and needed to use to during the weekly ESL/literacy skills sessions.
- b) Trainee #10 had already been hired to work fulltime and was therefore unable to take the test. In part she had been hired because of her competency and rapid acquisition of the English language.

The writer then printed out the trainees' individual subscores for each of the eight pages of the vocabulary test (Table 5). Scanning the scores, page by page, a pattern began to emerge. While

Table 5

English And Spanish Vocabulary Individual Test Scores

Page #	IA	YG	IN	MR	AS	CS	ES	ZT	LV	C/S	# Words Per Page
1	36	37	37	35	32		35	39	37	32	40^a
2	35	33	30	36	35		36	37	29	23	41
3	39	37	27	33	34		37	39	29	23	41
4	31	39	30	33	38		37	38	30	28	41
5	31	36	25	31	36		36	40	26	20	42
6	32	33	21	23	35		35	36	24	15	41
7	31	28	26	24	27		35	36	24	16	41
8	12	11	8	10	13		12	13	9	8	13
Total Score	227	254	202	225	250		253	280	206	165	300

a) Pages nos 1 and 7 were highlight to look for changes in individual scores on consecutive test pages.

seven out of nine trainees scored between 35 and 39 out of 40 words correctly on the first page, the scoring rate of six trainees began to decline between pages #2-7, one score dropping as low as 15 out of a possible 41 words on test page #6. The writer then compared the difference in individual trainees' scores for test pages #1 and 7, and identified those who had obtained a pass level (Table 6).

Table 6

Comparison Of Individual Scores From English Spanish Vocabulary Test Pages 1 and 7

Page #	IA	YG	IN	MR	AS	CS	ES	ZT	LV	C/S	Total # Words Per Page
1	36	37	37	35	32		35	39	37	32	40
7	31	28	26	24	27		35	36	24	16	41
8	5	9a	11	11	5a		0a	3a	13	16	+1

a) met or exceeded objective to memorize 250 or more words.

The fact that the lowest score on test page #1 was 35 suggested that the task had been within the capacity of all. Had each trainee scored an average of 35 words per page plus 5 or more words on test page #8 all would have passed. The writer then reviewed the trainees' original test sheets and found that the lower scores on the latter test pages consistently resulted from words omitted rather than from words mistaken. The reasons for the omissions might have varied from person to person: test anxiety might have affected the performance of some; memorizing the vocabulary

might have become a lower priority in comparison with earning 12 early childhood course credits, or with finding a job; or administering three tests in quick succession, might have taxed trainees' ability to concentrate, even though the trainees were allowed to complete the test at their own pace.

Table 8

Cultural Handicaps - Trainees' Pre/Post Individual Scores As Ranked By Trainees

#Trainees	Lack of English	Cultural Differences	Shyness	Difference in Customs	Racism Discrimination	Different Forms of Discipline
IA	1 1	2 2	3 5	4 4	6 3	5 6
YG	2 1	4 4	1 2	6 5	3 3	5 6
IN	1 1	4 3	2 5	3 4	5 2	6 6
MR	2 1	5 4	1 2	3 5	4 3	6 6
AS	1 1	2 2	3 3	6 4	4 6	5 5
CS	1 5	3 2	2 6	4 3	6 1	5 4
ES	2 1	3 3	1 2	4 5	5 6	6 4
ZT	6 1	1 2	2 5	3 6	4 3	5 4
LV	2 2	1 3	3 5	6 6	4 4	5 1
CS	1 1	2 3	6 2	3 5	4 4	5 6
Totals	19 15	27 28	24 37	42 47	45 35	53 48
Pre/Post a Difference	-4	+1	+13	+5	-10	+5

a) an increase in an item's priority from pretest to posttest reduces total score, a decrease in an item's priority increases total score.

Table 8

Cultural Assets - Trainees' Pre/Post Individual Scores As Ranked By Trainees

*Trainees	Learn new Language	Transmit Latino Culture	Be Models who 'make it' in U.S. Culture	Awareness Need for Effective Discipline	Learn New Ways to React to Children's Behaviors	Share New Psychological Approaches
IA	1 1	2 2	3 3	4 4	5 5	6 6
YG	2 2	3 3	6 5	5 6	4 1	1 4
IN	1 1	3 3	2 2	4 6	6 4	5 5
MR	1 1	3 3	2 2	6 4	4 5	5 6
AS	1 1	3 2	2 3	4 4	6 5	5 6
CS	1 1	3 2	4 6	5 3	6 5	2 4
ES	1 1	3 2	2 3	6 4	4 5	5 6
ZT	6 1	5 2	1 3	2 4	3 5	4 6
LV	5 1	3 2	2 4	4 3	1 6	6 5
CS	1 1	5 3	2 2	4 4	3 5	6 6
Totals	20 11	33 24	26 33	44 42	42 46	55 54
Pre/Post a Difference	-9	-9	+7	-2	+4	-1

a) An increase in an item's priority reduces the total score, a decrease in an item's priority increases the total score.

Originally trainees were to have prioritized the cultural handicaps and assets they had identified from 1-12. Unfortunately the decision made to allow trainees to prioritize the six items they had listed as potential handicaps separately from those they had listed as assets, negated any chance of determining whether trainees would demonstrate a 20% shift and come to view their Latino culture

as an asset rather than as a liability for working in American daycare classrooms. The results did however, reveal interesting shifts in perception regarding both handicaps and assets. Interpretation of the results of the CHAHM (Tables 7, 8 & 9) depend upon an understanding about the way in which points were allocated. Trainees each assigned priorities 1-6 to six handicaps and to six assets. If all ten trainees had selected the identical item as their topmost priority the score for that item would be 10 points. Similarly if all trainees had selected the identical item as their lowest priority the group score would total 60 points. Therefore the fewer the total number of points the group of trainees assigned the higher their priority; the lower the group's priority was the greater the number of points.

As regards cultural handicaps (Table 7) the group of trainees assigned the least number of points to the lack of language, (19 points on the pretest, 15 points on the post test) suggesting that they attached even more importance to the lack of language as a potential handicap for working in daycare classrooms after 12 weeks in the ESL/Literacy class than when they entered the program. Shyness which had ranked next in importance on the pretest (24 points) dropped to fourth priority on the post test (37 points). Cultural differences, while maintaining similar scores from pretest to post test (27 and 28 points), rose from third to second priority. Difference in customs moved from fourth to fifth priority with respective pretest and post test scores of 42 and 47 points. Racism and discrimination increased from fifth to third priority with a drop from a pretest score of 45 points to post test score of 35 points. This shift occurred when five out of ten trainees changed their individual post test priority concerning racism. The Director of Training had substituted a discussion on the subject of racism for the planned 8th. session ESL activity because the topic of blatant or subtle discrimination had become a burning issue for several trainees, for some within the workplace and for others within the community (Appendix L). The shift in the CHAHM post test scores might have reflected those perceptions. Trainees assigned different ways of disciplining children 6th. place on both the pretest and the post test, reducing the number of points from 53 to 48 points on the post test.

Interestingly where cultural assets were concerned (Table 8), the perceptions of the group of trainees shifted from pretest to post test as follows. While trainees retained the opportunity to learn a language as their topmost priority from pretest to post test, they reduced the number of points from 20 points on the pretest to 11 points on the post test. Similarly trainees seemed to perceive sharing their culture increasingly as an asset by reducing their pretest score of 33 points to 24 points on the post test, and raising the item from third to second highest priority.

Interestingly, trainees' second highest pretest priority to be an example of a Latina woman who 'made it', moved into third place with an increase from a pretest score of 26 points to 33 points on the post test. There might be several explanations for the difference in pretest and post test scores. In the first place seven out of ten trainees ranked the item as their second or third most important priorities. The post test score was affected by the remaining three trainees who ranked the item as respectively as their fourth, fifth and sixth priority. It might also be that the stage of growth at which they found themselves at the time of the post test, the trainees had yet to graduate from the program and find employment as teachers, i.e. they had yet to 'make it'. Certainly in their position as trainees they had greater opportunity to be appreciated for sharing their culture. Trainees with pride and enthusiasm brought to class: photos, picture postcards, home made foods from their land of birth as well as materials/stories they had made and shared with children in their classrooms. The other three assets all relating to childrearing practices, which trainees had identified for the pretest as their fourth, fifth and sixth priorities, remained as such with minor adjustments on the post test. Trainees changed their pretest ranking of the awareness of the need for timely and effective discipline from fifth to fourth priority on the post test by changing their pretest score of 44 points to 42 points on the post test, changed their pretest priority for learning new ways of reacting to children's behaviors from fourth to fifth priority by raising the pretest score of 42 points to 46 points on the post test; and retaining the sharing of new psychological approaches as the sixth priority from pretest to post test with a pretest score of 55 points and a post test score of 54 points. At the time the trainees had provided input for the CHAHM they had felt strongly that the most significant assets they had to offer were a well developed awareness of children's need for timely and effective discipline, and direct ways of interacting with children (which they had referred to as 'sharing new psychological approaches'). Explanations for the variation in scores and rankings from pretest to post test might reflect trainees' response to differing child rearing practices within different daycare centers, teaching teams, trainees' experience and ability to interact with children and set limits, whether the practicum setting had been with infants, toddlers or preschoolers.

Review of Cultural Assets & Handicaps - Group Ranked Scores (Table 9), showed that rankings of items listed as assets and handicaps had changed very little from pretest to post test. Language and cultural factors respectively ranked as first and second most important priorities, both as assets and as handicaps. The greatest change in rankings occurred among items listed as handicaps: racism caused increased concern and moved from fifth priority on the pretest to third priority on the post test, timidity or shyness lessened in importance, and moved from second priority on the pretest to

fourth priority on the post test. The final column (Table 9) ranks items listed both as assets and handicaps according to score size from 1-12, rank #1 being the lowest score in the column. During the trainees' initial discussion of the advantages and disadvantages their cultural background might hold for them in the American daycare industry, several had come to the conclusion that items which they had viewed as handicaps, such as lack of language, might also be viewed as opportunities. Such opinions seemed to be confirmed by results of the post test. Review of the rankings indicated that as a group, trainees valued the opportunity to learn a language more than they feared its lack; and they valued the opportunity to transmit Latino culture over the possible problems cultural differences might cause them in their work in daycare settings. By a narrow margin trainees valued the opportunity to be models of those who 'make it' in US culture as an asset, over the handicap actual or potential problems racism and discrimination had/or were likely to cause them. The rankings for the remaining itemized assets and handicaps made sense. Given individualized programming and classroom experience, trainees' shyness would be likely to diminish; and supportive supervision enabled trainees to value the importance of timely, effective discipline and the opportunity to acquire new ways to react to children's behaviors.

The results of the final measure, the CSEI, dealing with an improved self-image, were intriguing to analyse. According to the normed mean scores established for the CSEI Adult Form, six trainees with pretest scores between 48 and 64 points fell below the normed mean score of 71.6 established for women between 16-34 years; and five trainees fell below the normed mean score of 64.00 established for male/female Hispanics between 16-34 years. (The latter norm is, however, suspect since it was based upon a total sample of 13 adults). Interestingly, on the post test four out of five trainees, who had pretested below the norm for Hispanics, gained 12, 20, 20 and 28 points respectively; nine out of 10 trainees scored at, or above the Hispanic normed mean score of 64.00, and six scored above the normed mean of 71.6 for women. The CSEI post test group gains (Table 12) of 12 points or more were made by the trainees on the following items:

- * 7 It takes me a long time to get used to anything new - 12 points;
- * 12 It's pretty tough to be me - 20 points;
- * 18 I'm not as nice looking as most people - 16 points;
- * 21 Most people are better liked than I am - 12 points;
- * 25 I can't be depended upon - 12 points.

The greatest gain was the trainees' post test response to item #12, where nine out of ten trainees no longer felt that:

It was pretty tough to be me !

Table 9

Cultural Assets and Handicaps - Group/Ranked Scores

<u># Desventajas/Handicaps</u>	<u>Pretest</u>	<u>Ranking</u>		<u>Post test</u>	<u>A & H Ranked 1-12</u>
1 Idioma Ingles, carente de Lack of English	19	1	1	15	2
2 Cultura, diferencia de Cultural differences	27	3	2	28	4
3 Timidez Shyness	24	2	3	37	7
4 Habititos, diferencia de Difference in customs	42	4	5	47	10
5 Racismo, discriminacion Racism, discrimination	45	5	3	35	6
6 Diciplina, diferente forma de aplicar Different ways of disciplining children	53	6	6	48	11
<u># Advantajes/Assets</u>					
1 Aprender nueva idioma Learn a new language	20	1	1	11	1
2 Transmitir la cultura Latina Transmit Latino culture	33	3	2	24	3
3 Dar ejemplo de superacion Be models of those who 'make it' (in new culture)	26	2	3	33	5
4 Concientes de aplicar disciplina rapida y efectiva Awareness of need for timely, effective discipline	44	5	4	42	8
5 Aprender nuevas formas de expresion Learn new ways to react to children's behaviors	42	4	5	46	9
6 Transmitir nuevas formas de psicologia Share new psychological approaches	55	6	6	54	12

Table 10

Coopersmith Self-Esteem Inventory Pre/Post Individual Test Scores

* Item	IA	JB	IN	MR	AS	ES	CS	C/S	LV	ZT
1 Things usually don't bother me	xx	xx	xx	xx	xx	xx	xx	xx	xx	0x
2 I find it very hard to talk in front of a group	00	00	00	x0	00	x0	xx	xx	00	xx
3 There are lots of things about myself I'd change if I could.	x0	x0	0x	00	00	0x	00	0x	00	xx
4 I can make up my mind without too much trouble	xx	xx	xx	xx	xx	0x	xx	xx	0x	xx
5 I'm a lot of fun to be with	xx	xx	xx	xx	xx	x0	xx	xx	0x	xx
6 I get upset easily at home	0x	0x	xx	xx	xx	x0	xx	xx	xx	xx
7 It takes me a long time to get used to anything new.	0x	00	xx	xx	0x	xx	0x	xx	xx	xx
8 I'm popular with persons my own age.	xx	xx	xx	00	00	00	00	xx	xx	xx
9 My family usually considers my feelings	00	0x	xx	xx	0x	xx	xx	xx	xx	xx
10 I give in very easily.	x0	xx	xx	xx	x0	xx	xx	xx	xx	xx
11 My family expects too much of me	00	00	00	00	0x	0x	00	xx	00	x0
12 It's pretty tough to be me.	0x	0x	xx	0x	0x	0x	xx	xx	00	xx
13 Things are all mixed up in my life.	00	00	xx	x0	x0	0x	xx	xx	xx	xx
14 People usually follow my ideas.	xx	x0	xx	x0	0x	xx	xx	xx	00	xx
15 I have a low opinion of myself.	0x	xx	xx	xx	x0	xx	xx	xx	xx	xx
16 There are many times when I'd like to leave home.	xx	x0	0x	x0	x0	00	xx	xx	0x	xx
17 I often feel upset with my work.	xx	xx	xx	xx	0x	xx	xx	xx	xx	xx
18 I am not as nice looking as most people	0x	xx	0x	0x	00	0x	0x	xx	00	x0
19 If I have something to say I usually say it.	xx	xx	xx	00	xx	xx	xx	xx	xx	xx
20 My family understands me	xx	xx	xx	00	xx	xx	xx	xx	xx	xx
21 Most people are better liked than I am.	xx	0x	xx	0x	xx	xx	xx	xx	xx	xx
22 I usually feel as if family is pushing me.	xx	xx	xx	xx	xx	xx	x0	xx	00	xx
23 I often get discouraged with what I'm doing.	0x	x0	xx	00	xx	xx	x0	xx	0x	x0
24 I often wish I were someone else.	x0	0x	xx	0x	xx	0x	xx	xx	00	xx
25 I can't be depended on	0x	xx	xx	xx	xx	xx	xx	xx	0x	0x
	52:72	64:68	80:92	60:60	60:72	52:80	80:80	96:100	48:68	92:88

Maximum Score 100 points x = 4 points 0 = zero points

Table 11

Coopersmith Self-Esteem Inventory Pre/Post Individual Scores Compared And Ranked

					Ranked	
<u>Trainees</u>	<u>Pretest</u>	<u>Post test</u>	<u>Gain</u>	<u>Loss</u>	<u>Trainees</u>	<u>Post test</u>
# 1	96	100	4		# 1	100
2	92	88		-4	2	92
3	80	92	12		3	88
4	80	80	0		4	80
5	64	68	4		5	80
-----a					6	72
6	60	64	4		-----b	
7	60	60	0		7	68
8	52	80	28		8	68
9	52	72	20		9	64
10	48	68	20		-----a	
					10	60

Total 10	664	780	116	-4		

a) Norms for the CSEI Adult Form had been established by administering the inventory to 226 students aged 16-34 years who attended two Northern Californian community and state colleges. The number of Hispanics, men and women included in the sample, only totalled 13.

The number of Hispanic women included in the sample were not identified. **The CSEI mean score for Hispanics was 64.00 out of a maximum possible score of 100 points.**

b) The mean for all 112 women in the sample was 71.6.

c) The mean for male and female students aged 20-34 years was 71.7.

The mean for male and female students aged 16-19 years was 66.7.

Table 12

Coopersmith Self-Esteem Inventory- Pre/Post Test Group Scores Per Item

<u># Items</u>	<u>Pretest</u>	<u>Post test</u>	<u>Difference</u>
1 Things usually don't usually bother me.	36	40	+ 4
2 I find it very hard to talk in front of a group	8	20	- 12
3 There are lots of things about myself I'd change if I could	4	12	+ 16
4 I can make up my mind without too much trouble	32	40	+ 8
5 I'm a lot of fun to be with	36	36	0
6 I get upset easily at home.	32	36	+ 4
7 It takes me a long time to get used to anything new.	24	36	+12
8 I'm popular with persons my own age.	24	28	+ 4
9 My family usually considers my feelings	28	36	+ 8
10 I give in very easily.	36	32	- 4
11 My family expects too much of me.	8	12	- 4
12 It's pretty tough to be me.	16	36	+20
13 Things are all mixed up in my life.	28	24	- 4
14 People usually follow my ideas.	32	28	- 4
15 I have a low opinion of myself.	36	36	0
16 There are many times when I would like to leave home.	28	24	- 4
17 I often feel upset with my work.	32	40	+ 8
18 I am not as nice looking as most people.	12	28	+16
19 If I have something to say I usually say it.	36	36	0
20 My family understands me.	36	36	0
21 Most people are better liked than I am.	28	40	+12
22 I usually feel as if my family is pushing me.	36	32	- 4
23 I often get discouraged with what I'm doing.	24	24	0
24 I often wish I were someone else.	24	32	+ 8
25 I can't be depended on	28	40	+12

Maximum Score 100 points individual score for each item = 4 points

Considering that the ESL/Literacy program had spanned but 12 brief weeks, and that enrollees in the ESL class had been at the point of dropping out of the nine month daycare teacher training program because of low esteem and lack of motivation, depression and family problems, the gains made on the CSEI might seem to be remarkable. The writer had probably sought gains that were unrealistic for the program's short time frame. Gains were made on items that were critically important for meeting the responsibilities of daycare teacher such as dependability, item #25 which all 10 trainees endorsed. In some instances too many trainees registered pretest scores too high to allow for a 12 point gain. Included were items describing invaluable qualities for classroom teaching: #1 things don't usually bother me (nine trainees agreed); #4 - I can make up my mind without too much trouble (eight trainees agreed); #5 - I am a lot of fun to be with (nine trainees agreed); #10 - I give in very easily (only one or two trainees agreed); #15 - I have a low opinion of myself (nine out of ten trainees had disagreed with the statement); and #17 - I often feel upset over my work (with which eight trainees had disagreed on the pretest and all ten trainees disagreed on the post test); #19 - If I have something to say I usually say it (nine trainees agreed); and #20 My family usually understands me (nine trainees agreed). In one or two instances cultural differences might have influenced scores in a negative direction. Many of the trainees described how their families expected them to fulfill their traditional role as well as to undertake the training program. Even when other adult members of the family, whether husbands, boyfriends, sons and daughters were at home, the matriarch of the household (the position of most of the women in the program), was expected to do all the shopping, to drop off/pick up her young children from daycare, to cook the meals and clean the home. Changes from pretest to post test in the scoring of certain items might be attributable to such cultural differences. On item #11 - my family expects too much of me, it might have been a sign of increasing awareness for two trainees who agreed with that statement on the pretest to be joined by a third person on the post test. The same rationale might have accounted for two trainees on the post test to agree with item #22 - I usually feel as if my family is pushing me. One Latina graduate from the agency's training program related how she had had to sit down her family consisting of unemployed husband, eight grown/teenage children, many of whom were also unemployed, and six grandchildren. She requested their cooperation in order to complete the program and enter the labor force; and explained that becoming a daycare teacher would enable the family to begin to move out of poverty. Her family rallied around her and within a year, the graduate, her husband and grown children were fully employed.

Conclusion

The ESL/Literacy program effectively retained 10 trainees who had been in danger of dropping out during the fourth month of the nine month 12 credit daycare teacher training program; and enabled them to complete and graduate from the program. Several factors contributed to the program's success. The choice of building language and literacy through storytelling proved to be a non threatening introduction to the class. Storytelling drew upon the trainees' already well developed ability to express their feelings and ideas in words. They were, without exception, storytellers capable of holding their listeners' attention. The topic of sharing childhood memories proved to be an unobtrusive way of addressing two important issues: the way trainees perceived themselves in relation to the culture in which they found themselves; and as a vehicle that sensitized them to children's developmental issues. Most importantly, feeling that their cultural heritage was being valued, their sense of self worth affirmed, trainees responded to share their assets and resources with young children, staff and parents. The topic provided ample opportunity for discussing cultural similarities as well as differences. Reliving childhood memories also increased their sensitivity to children's needs; and caused them to examine the values and attitudes underlying their own childhood rearing practices as well as those practised by daycare staff in different agencies. The opportunity to discuss the vulnerability they were experiencing as they made the transition to a new culture and occupation, seemed to enable them to improve the quality of their teaching and interaction with children and parents very rapidly. Trainees overcame their reluctance or fear of learning English. All became able to make themselves understood in English with children and with adults, some with considerable fluency and sophistication. A question difficult to answer is the extent to which different aspects of the program contributed to the trainees' success. Most certainly the qualities that staff brought to the program as trainers and counsellors, and the ESL/Literacy program implemented contributed to trainees' success. It is conceivable however that trainees' success might be attributed to a factor not measured by this study, namely the trainees' response to the staff's belief in the trainees' capacity to succeed. The staff through their identification of the trainees' need for /and provision of the ESL/Literacy component, showed trainees that they were individuals in whom it was worth investing extra time and effort to train as daycare teachers. The staff's action may have raised trainees' estimation of their own selfworth and given them the hope needed to succeed.

Factors that adversely affected the success of the program included the writer's lack of Spanish, the need for superior measures with which to gauge acquisition of language and changes in cultural perceptions, and agency pressures upon the staff. The writer's lack of Spanish interfered with her ability to guide staff during implementation. Dependent upon simplified English translations of content discussed in Spanish during weekly sessions, she sometimes missed changes that staff had made in previously agreed upon procedures. For example it had been agreed that trainees would work in pairs. Several trainees, unfamiliar with cooperative learning were given permission to work alone rather than to discuss the potential advantages/disadvantages and experiment with the process. Her lack of Spanish had more serious consequences for the development of the CHAHM. Had she been able to fully participate in the voluble discussion in Spanish which trainees held to identify potential assets or handicaps their culture might hold for them as future daycare teachers, she might have been able to help trainees clarify and categorize items identified to form a more effective version of the CHAHM. Further discussion of childrearing practices might have reduced the four items listed, to form a shorter set of assets and handicaps, easy for trainees to prioritize. The staff, although briefed on the steps to be taken to elicit input with which to develop the CHAHM, had not been trained to develop instruments for measuring change. The vocabulary test constructed from words generated by trainees as they told and wrote their stories, only partially measured trainees' acquisition and use of English during ESL classtime. While most of the words tested were commonplace, their total in no way reflected the vocabulary which trainees might have acquired and used each day, words which trainees might not have had the courage to learn but for the impetus and self-confidence they gained through participation in the ESL class. Thirdly the unusually high level of stress under which staff were working seriously affected the time and energy they were able to expend on the program. Less attention was paid to the need to reinforce trainees' learning habits. Trainees who were unaccustomed to working in pairs, were allowed to work alone rather than encouraged to give the process a try. Trainees who worked cooperatively on assignments seemed to progress faster because the process legitimized the need to discuss the relative merit of one word over another, and protected participants from feeling incompetent. Secondly few trainees developed the habit of looking words up in the dictionaries purchased, because it was quicker for staff to give the trainees the words themselves. The drop in weekly attendance during the last sessions also might have been averted, had staff had the time to talk with the directors of the daycare centers involved, and insisted that trainees attend the ESL class as had been negotiated. Given the State's fiscal cutbacks during the last three sessions of implementation staff and trainees shifted their energies

from the ESL program to the task of securing teaching positions for the trainees. Due to the change in priorities, the absence of materials and equipment requested (Appendix J), no attempt was made to convert the stories into finished products.

Despite all shortcomings the program did enable 10 Latina women to develop marketable skills. The funding agency, impressed by the progress trainees had made after seven weeks in the ESL/Literacy program, refunded the program for a second year.

Recommendations

The writer recommends the use of storytelling involving childhood memories as an effective approach for an ESL/Literacy class to enable non English speaking individuals with little formal education or marketable skills, low self-esteem, and lack of self-confidence, to take pride in/and begin to share their heritage, start to learn English, and gain the competencies, confidence and self-esteem needed to enter the job market as qualified daycare teachers.

Recommended too is that the developer or replicator of an ESL/Literacy program speak the language of the group being trained. Whether the developer is/is not bilingual, s/he should allocate enough time to train the program implementers in all aspects of implementation; build awareness of possible adverse effect deviation from the plan can have upon performance outcomes; arrange for implementers to consult with the plan's developer/researcher prior to making any changes, or if that is impossible to inform the plan's designer immediately afterwards. The writer also recommends that a program developer/consultant, unfamiliar with the language of the population for whom the program is being designed, consider taking a crash language course, to enable her/him to address subtler issues likely to need resolution. Secondly when developing instruments with which to measure the programmatic progress, it is important to allocate time to refine and fieldtest the instruments before they are used.

Dissemination

The program has been disseminated in several ways. The funding agency requested that other agencies interested in being considered for funding, replicate the nine month 12 credit daycare teacher training program and include the in-house ESL/Literacy component. Directors of human service agencies and early childhood college departments, both within and out of State, serving similar populations have sought information by phone, letter or in person. Workshops describing program replication especially as a vehicle for affirmative action, confrontation of racial issues facing Latina women in the workplace, and capitalizing upon cultural heritage have been topics of interest for early childhood professionals. A College Professor of Latino extraction, originally

sceptical about the trainees' potential for college coursework, now advocates the program as a stepping stone for training future educators and meeting college departments' affirmative action goals.

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APPENDIX A
TEACHER PERFORMANCE EVALUATION FORM

APPENDIX A

AGENCY TEACHER/SUPERVISOR PERFORMANCE/EVALUATION INSTRUMENT ADAPTED FOR DAYCARETEACHER TRAINING PROGRAM

ELM PARK CENTER FOR EARLY CHILDHOOD EDUCATION, INC. 284 HIGHLAND ST. WORCESTER, MA 01602
 NAME ----- DATES OF REVIEW from ----- to -----

RATING SCALE:

1 - EXCELLENT 2 - VERY GOOD 3 - SATISFACTORY 4 - NEEDS IMPROVEMENT 5 - UNACCEPTABLE
 Please circle the number that most accurately describes performance in each area listed below.

PHILOSOPHY: Teacher uses a developmental approach to design a program that emphasizes the value of play in learning and maturation; ensures the development of confidence and self worth; encourages children to explore and communicate their feelings, ideas, needs, fantasies; creates opportunities for children to acquire skills and knowledge; develops caring relationships with peers and adults which build trust, independence and initiative.

A. Interaction Between Teacher and Children

- 1 2 3 4 5 Interacts frequently with children. Expresses respect for and affection towards children by smiling, touching, holding and speaking to children at their eye level throughout the day, particularly on arrival and departure, and when diapering/feeding very young children.
- 1 2 3 4 5 Is available and responsive to children:
- 1 2 3 4 5 Encourages children to share feelings, ideas, experiences, needs and fantasies.
- 1 2 3 4 5 Listens to children with attention and respect.
- 1 2 3 4 5 Speaks with children in a friendly, positive, and courteous manner.
- 1 2 3 4 5 Talks frequently with children, asking open-ended questions.
- 1 2 3 4 5 Speaks with children more frequently as individuals, than as members of a group.
- 1 2 3 4 5 Shows respect for differences in childrens' personalities, beliefs and cultures.
- 1 2 3 4 5 Provides children of both sexes with equal opportunity to participate in all activities.
- 1 2 3 4 5 Encourages developmentally appropriate independence in children e.g. in routine activities - such as picking up toys, wiping spills, toileting/handwashing/dressing, obtaining/caring for materials...and other self help skills.
- 1 2 3 4 5 Uses positive ways to guide, redirect, to anticipate and eliminate potential problems, provides positive reinforcement.
- 1 2 3 4 5 Encourages cooperation rather than competition, comparison or criticism.
- 1 2 3 4 5 Sets clear consistent limits which are explained to children and understood by adults.
- 1 2 3 4 5 Creates a climate primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise or enforced quiet.
- 1 2 3 4 5 Assists children to be comfortable, relaxed, happy, and involved in play or other activities.
- 1 2 3 4 5 Fosters cooperation and other prosocial behaviors among children.
- 1 2 3 4 5 Holds developmentally appropriate expectations for children's behaviors.
- 1 2 3 4 5 Encourages children to express feelings and thoughts, verbally as well as nonverbally.

Comments-----

B. Regular Communication Between Teacher and Parents

- 1 2 3 4 5^a Ensures that new/prospective parents have received written descriptions of the program's philosophy and operating procedures.
- 1 2 3 4 5^a Provides orientation for children and parents which may include pre-enrollment visit to home and center, parent orientation meeting and gradual introduction of children to center.
- 1 2 3 4 5^a Uses a verbal and written system to share/exchange information about daily events/changes happening in children's lives.
- 1 2 3 4 5^a Discusses home and center childrearing practices to minimize potential conflict or confusion for children.
- 1 2 3 4 5^a Demonstrate awareness of parents' needs and realize that things cannot always be done at home as at school.
- 1 2 3 4 5 Is welcoming to parents. Encourages parents to observe or participate in classroom activities, lunch, fieldtrips...or in other ways.
- 1 2 3 4 5^a Confers with parents on a regular basis: Holds formal conferences to discuss children's progress, accomplishments, concerns whether at center or home- for infants at 3 monthly intervals and for toddlers/preschoolers at 6 monthly intervals- or more frequently if desired by parent or teacher.
- 1 2 3 4 5^a Helps parents gain insight into their children's needs, strengths and interests.
- 1 2 3 4 5^a Maintains written records of conferences as required by Office for Children.
- 1 2 3 4 5 Respects parents' and children's rights to confidentiality.
- 1 2 3 4 5^a Informs parents about program for children through newsletter, bulletin board, frequent notes, telephone calls..... including communication contributed to by children.

Comments-----

C. Plans Child Centered Curriculum with Team Members

- 1 2 3 4 5 Sets aside time to plan curriculum every week.
- 1 2 3 4 5 Uses a curriculum planning form to outline the weekly planning process.
- 1 2 3 4 5 Develops curriculum developmentally appropriate for children's needs, strengths, and interests.
- 1 2 3 4 5 Sets short and long term goals for individual children as well as for groups.
- 1 2 3 4 5 Provides opportunities for children to make choices; and respect child's choice not to participate.
- 1 2 3 4 5 Creates opportunity for individual play, small group play, and large group participation.
- 1 2 3 4 5 Provides a balance of activities: active /quiet, child/teacher initiated, indoor/outdoor.
- 1 2 3 4 5 Provides a balance between activities that require supervision/ minimal or no supervision.
- 1 2 3 4 5 Plans for a logical series of experiences/activities that span the school year in accordance with set goals.
- Provides developmentally appropriate activities/materials emphasizing concrete experiential learning to promote:

- 1 2 3 4 5 positive self concept
- 1 2 3 4 5 social skills
- 1 2 3 4 5 language development
- 1 2 3 4 5 physical development and skills
- 1 2 3 4 5 sound health, safety and nutritional practices
- 1 2 3 4 5 creative expression
- 1 2 3 4 5 respect for multicultural diversity
- 1 2 3 4 5 Plans well-rounded, intellectually stimulating curriculum which includes music, movement, science, art...
- 1 2 3 4 5 Shares responsibility for consistent follow-through with team.
- 1 2 3 4 5 Builds in/ and maintains documentation of children's progress as part of the curriculum planning process e.g. anecdotal recordkeeping system and Brigance Inventories.

Comments-----

D. Acts as Role Model at all Times for Children, Colleagues, Trainees, Interns and Volunteers.

- 1 2 3 4 5 Demonstrates respect at all times for both children and adults.
- 1 2 3 4 5 Speaks in a friendly, well-modulated tone.
- 1 2 3 4 5 Assumes responsibilities for teacher directed activities.
- 1 2 3 4 5 Creates a warm inviting environment.
- 1 2 3 4 5 Recognizes when to give help and when to encourage self-help.
- 1 2 3 4 5 Does not talk about children in front of others, neither adults nor other children.
- 1 2 3 4 5 Encourages active learning through experimentation and sociodramatic play.
- 1 2 3 4 5 Is competent to take charge of a small group of children.
- 1 2 3 4 5 Is competent to take charge of a large group of children.
- 1 2 3 4 5 Is competent to take on the role of 'floater' teacher.
- 1 2 3 4 5 Enables individual children or groups of children to make smooth transitions from one phase of their program to the next.

Comments-----

E. Maintains Learning Environment

- 1 2 3 4 5 Creates warm, accepting, unhurried environment.
- 1 2 3 4 5 Ensures that space is divided into clearly defined interest area.
- 1 2 3 4 5 Uses symbols/signs to designate area limits.
- 1 2 3 4 5 Arranges materials to be visible at child-eye level and readily accessible for child use.
- 1 2 3 4 5 Assigns specific, clearly labelled space for storage of each material.
- 1 2 3 4 5 Uses attractive, child-portable, labelled containers in which to store materials - buckets, plastic trays, cans....
- 1 2 3 4 5 Provides complexity of materials to reflect children's various learning styles, rate of development, and interests.
- 1 2 3 4 5 Rotates materials on a regular basis.
- 1 2 3 4 5 Ensures that materials which are area specific, remain there - i.e. puzzle pieces remain in

- manipulatives /game area - and are not used for dramatic play.
- 1 2 3 4 5 Ensures that children share in responsibility to care for materials, i.e. return materials to designated place before leaving area to choose another activity.
- 1 2 3 4 5 Is responsible for ensuring that housekeeping tasks are done - tables washed, spills cleaned, lock-up of personal possessions.
- 1 2 3 4 5 Checks materials/equipment regularly and arranges with coordinator if repairs are needed or parts are missing.

Comments-----

F. Children's Health and Safety - Protection of Rights

- 1 2 3 4 5 Supervises or ensures that children are supervised by qualified staff at all times.
- 1 2 3 4 5^a Ensures that the system for children's safe arrival/departure is working each day.
- 1 2 3 4 5 Is aware and follows all procedures for dealing with, reporting and recording children's health problems and accidents to supervisor and children's parents.
- 1 2 3 4 5 Is knowledgeable about the plan for dealing with medical emergencies.
- 1 2 3 4 5 Is aware and follows procedures for reporting suspected abuse/neglect of a child.
- 1 2 3 4 5 Ensures that each child is dressed appropriately to participate fully in indoor and outdoor activities.
- 1 2 3 4 5 Washes hands with soap and water before feeding and after diapering or assisting children with toileting or nose wiping.
- 1 2 3 4 5 Washes/disinfects mouthed toys and waterplay equipment daily.
- 1 2 3 4 5 Washes /disinfects infant-preschool equipment/bedding ... according to regulations.
- 1 2 3 4 5 Follows center policy for appropriate infant-toddler-preschool toileting hygiene.
- 1 2 3 4 5 Is aware of potential safety hazards and takes action to minimize/resolve them.
- 1 2 3 4 5 Is familiar with fire emergency evacuation procedures.
- 1 2 3 4 5 Is knowledgeable about the daily nutritional requirements of children.
- 1 2 3 4 5 Creates an atmosphere in which teacher and children enjoy family style served meals.

Comments-----

Professional and Personal Responsibilities

- 1 2 3 4 5 Attendance
- 1 2 3 4 5 Punctuality
- 1 2 3 4 5 Appearance
- 1 2 3 4 5^a Participation in designated Center meetings, staff development and other sponsored activities e.g. parents' nite.
- 1 2 3 4 5 Respects each person's right to confidentiality (child/adult)
- 1 2 3 4 5 Willingly seeks assistance
- 1 2 3 4 5 Willingly discusses/resolves grievances
- 1 2 3 4 5 Separates personal issues from professional performance.

Comments-----

a) Items not applicable^a.

APPENDIX B
300 WORD VOCABULARY

APPENDIX B

WEEKLY CUMULATIVE VOCABULARY TO BE MEMORIZED

Spanish	English
abuelo, abuela	grandfather, grandmother
agua	water
alcrusado	across
alto	high
anecdota	anecdote
almuerzo	lunch
amertar	to prioritize
amertan	unable to afford
amigos	friends
antes	before
apagar, poner, afuera	put out
aparencia	appearance
apellido	last name, surname
aplicar	apply, use
arroz	rice
assurullar	to roll
asustado/a	scared
a tiempo	on time
alfrente	in front of
atravento, entremedio	between
autor	author
bailar	dance
bano	bath
bano de maria	double boiler
barrador, goma de borrar	eraser
batir	to stir
bien atenta	listen closely
bizcocho de queso	cheesecake
blastemar	to swear
bolsa	trashbag
bolsillo	pocket
brocol	broccoli
calor	heat
caltera	pocket book
caminar	walk
caneca	small flat bottle
canela	cinnamon
canica	marble
cantar	sing
caramelo	caramel
caro	shopping cart
carro, costoso	expensive
carino	love, affection

carruaje -----	horse carriage
casa -----	house
cacerola -----	boiling pot
casi -----	almost
cilantro -----	coriander, oriental parsley
claro -----	clear
clasificar -----	to sort
coche de bebe -----	baby carriage
cocinar -----	cook
coco -----	coconut
collar, cadena -----	necklace
coma -----	comma
comer -----	eat
comer unas -----	to chew nails
companiera -----	companionship
comprar -----	to buy
compraron -----	they bought
concientes -----	awareness
contacto -----	contact
contacto visual -----	eye contact
contar -----	to tell
contestacion -----	answer
copia -----	copy
corte, cortar -----	to cut
cruse, a traves de -----	across
cuando -----	when
cuchara -----	tablespoon
cucharadita -----	teaspoon
cuchillo -----	knife
cultura -----	culture
curioso (a) -----	curious
dedicatoria -----	dedication
detras -----	behind
dejar -----	to leave
dentro - adentro -----	inside
de rodillas -----	to kneel
descubrir -----	discover
desodorante -----	deodorant
destrozado/a -----	destroyed
departamento -----	department
discriminacion -----	discrimination
desventajas -----	disadvantages
desventajoso/a -----	disadvantageous
día -----	day
diciplina -----	discipline
diferencia -----	difference
diferente -----	different
dijo -----	told
diseño -----	design
disfrutar -----	enjoy
dormir -----	sleep
dueno (a) -----	owner

efectivo/a	effective, competent
ejemplo	example
el mismo, para el	himself
encuadernación	binding
enjuague bucal	mouthwash
ensalada	salad
entonces	then
entrevista	interview
era, época	era, period of time
escribir	write
esconder	to conceal, hide
escuela	school
eso	that
espinaca	spinach
este, a/o/	this
estoy aquí	I am here
estufa	stove
étnico	ethnic
evadir	skip
expresión	expression
fabula	story
facial	facial
fecula de maíz, maizena	cornstarch
feo	ugly
folleto	folder
formas	ways
freír	to fry
fumar	to smoke
galletas	cookies, slap
gandules	pidgeon, peas
gastos	expenses
género, tipo	type
gritar, alarido, chillar	yell
gritar	scream
guiso	drove
habichuelas	beans
habil, capaz, competente	able
hábitos	habits
harina	flour
harina de maíz	cornmeal
helado	icecream
hervir	to steam, to boil
historia	story
hornear	to bake
horno	oven
humo	smoke
iba	went
idioma	language
ilustración (s)	illustration (s)
ilustrador	illustrator
imitando	to imitate
imitar	to imitate

imprecion -----	impression
impresor -----	printer
indice -----	index
ingredientes -----	ingredients
introvertido -----	shy
jactarse -----	to brag
jamás -----	never
jarro -----	pitcher
jaula -----	coop
jefes -----	director
jengibre -----	ginger
joyería -----	jewellery
lápiz -----	pencil
lata -----	can
leche -----	milk
leche condensada -----	condensed milk
leche evaporada -----	evaporated milk
lechuga -----	lettuce
lento -----	slowly
limpiar -----	to clean
limpiar dientes -----	to brush teeth
licuadora -----	blender
llegar -----	to arrive
llegue -----	arrived
llevarse con -----	to take off with
llevo -----	took
llorar -----	cry, weep
loma -----	hill
lunche -----	lunch
lunchera -----	lunchbox
madrina -----	godmother
maíz -----	corn
manera -----	way
mangu -----	mashed bananas
madurar -----	to ripen
majar -----	mash
maquillaje -----	to make up
masticar goma -----	to chew gum
mas tiempo -----	more time
medidas -----	measure
meno -----	less
merienda -----	snack
metodos -----	methods
mezclar -----	mix
mirar -----	look
mis -----	my
moderado tono -----	moderate tone of voice
molde -----	pan
mucho -----	a lot, many
muy -----	very
narrar -----	to tell, narrate, relate (a story)
natural -----	natural

negar	deny
nervioso (a)	nervous
ninez	childhood
observar	to observe
obtener	to obtain
ocurrir	to occur
oracion (es)	sentence(s), prayer(s)
orgulloso (a) -orgullo	proud
pagar	pay
papas	potatoes
paquete	package
parientes	parents
parralo	paragraph
parte	a part of
paso, aprobo	passed
pedir	to ask
perdonar	to pardon, forgive
perder	to lose (something)
perfume suave	a little perfume
periodo, punta	period
pida	a request
pillo, ladron	thief
pimiento verde	green pepper
pito	whistle
planta	plant
pollo	chicken
procedimiento	procedure
pregunta	question
prioridad	priority
probre	poor
prometer	to promise
pues	then well, yes certainly
pues que	since then
queso	cheese
quince	fifteen
rabano	celery
racismo	racism
racista	prejudice
rapida	quickly
receta	recipe
recordar	remember
recreo	recess
recuerdo	memory
recuerdos	memories
regadera, bano de ducha	shower
reventar de	to burst out with laughter
reyes	kings
robar	to steal
rodar	torch
sacaba, salirse	get out
sacrificio	sacrifice
sacar	to pull out, to take out

sal-----	salt
salchicha-----	frankfurter
sarten-----	frying pan
sazonar-----	to season
sembrado-----	sown ground, field of grain
sencillo-----	simple
servicios-----	servings
signo de exclamacion-----	exclamation point
sobre-----	about
sonrisa-----	smile
sopa-----	soup
suave-----	soft
superar-----	overcome
tanto-----	so much so
taza-----	cup
tazon-----	bowl
te echo de menos, te extraño-----	I miss you
tema-----	theme
tembleque-----	custard
temprano-----	early
tenedor-----	fork
tener-----	to have
texto-----	text
tia-----	aunt
tiempo-----	time
timidez-----	shyness
titulo-----	title
tomar presa-----	to take
toro-----	bull
traduccion-----	translation
traducir-----	translate
trama-----	plot
transmitir-----	transmit
trozo-----	small pieces
uniforma-----	uniform
usar-----	to use
valor-----	courage
vaso, jarron-----	vase
veces-----	times
vecindad, vecindario-----	neighborhood
vecindano-----	neighboring
vecinos-----	neighbors
vegetales-----	vegetables
ventajas-----	advantages
ver-----	to see
vertir-----	pour
violencia-----	violence
visitando-----	visiting
volver-----	to do again, to repeat
yerba, pastizales-----	pasture, grassland
yogur-----	yoghurt

APPENDIX C
SAMPLE PAGE OF VOCABULARY TEST

APPENDIX C

Sample Page Of Vocabulary Test

SPANISH	ENGLISH
abuelo, abuela -----	
agua -----	
	across
	high
anecdota -----	anecdote
almuerzo -----	lunch
	to prioritize
	unable to afford
amigos -----	
antes -----	
	put out
	appearance
apellido -----	
aplicar -----	
arroz -----	
asurrullar -----	
asustado/a -----	
a tiempo -----	
alfrente -----	
atravento, entremedio -----	
autor -----	
bailar -----	
	bath
	double boiler
barrador, goma de borrar -----	
batir -----	
	listen closely
	cheesecake
blastemar -----	
bolsa -----	
	pocket
	broccoli
calor -----	
caltera -----	
	walk
	small flat bottle
canela -----	
canica -----	

-----	sing
	caramel
caro -----	

APPENDIX D

Cultural Heritage As Assets & Handicaps - Initial Trainee Questionnaire

Please list five or more ways in which you view your ethnic and cultural background (1) as a disadvantage or handicap and (2) as an advantage or asset for becoming a daycare teacher in an American classroom.

<u>Disadvantages</u>	<u>Advantages</u>
<u>Handicaps</u>	<u>Assets</u>
1-----	1-----
-----	-----
2-----	2-----
-----	-----
3-----	3-----
-----	-----
4-----	4-----
-----	-----
5-----	5-----
-----	-----
6-----	6-----
-----	-----
7-----	7-----
-----	-----
8-----	8-----
-----	-----
9-----	9-----
-----	-----
10-----	10-----
-----	-----

APPENDIX E

Cultural Heritage Group List Of Assets & Handicaps

<u>DESADVANTAJES</u> <u>HANDICAPS</u>	<u>ADVANTAJES</u> <u>ASSETS</u>
1 Idioma Ingles, carente de- Lack of language	1 Aprender nueva idioma
-----	-----
2 Cultura, diferencia de Cultural Differences	2 Transmitir la cultura Latina Transmit (own)Latina culture
-----	-----
3 Timidez Shyness	3 Dar ejemplo de superacion Become models of 'making it'
-----	-----
4 Habitros, diferencia de Difference in customs e.g. eating habits	4 Concientes de aplicar diciplina rapida y efectiva Conscious of need for quick, effective discipline
-----	-----
5 Racismo, discriminacion Prejudice, discrimination	5 Aprender nuevas formas de expresion Learn new ways to react to children's behaviors
-----	-----
6 Diciplina, diferente forma de aplicar Use different forms of discipline	6 Transmitir nuevas formas de psicologia Share new psychological approaches
7 -----	-----
8 -----	-----

APPENDIX F
CULTURAL PRE/POST TEST OF ASSETS AND HANDICAPS

APPENDIX F

Cultural Heritage Assets/Handicaps Pre/Post Test

Please read the list of ways in which your class viewed your ethnic and cultural background as a disadvantage, and as an advantage to becoming daycare teachers in American classrooms. Then please set your priorities for the importance each of these 12 items listed below holds for you personally in becoming a daycare teacher in an American classroom. Write number 1 beside the item which is of greatest importance to you - your top priority; then write number 2 beside the item of second greatest importance to you ... and so on until you have assigned a number between 1-6 to each series of items.

*** DESADVANTAJES/HANDICAPS** **[X]****Priority**

- | | | |
|---|--|-----------|
| 1 | Idioma Ingles, carente de
Lack of English | ----- [] |
| 2 | Cultura, diferencia de
Cultural differences | ----- [] |
| 3 | Timidez
Shyness | ----- [] |
| 4 | Habitos, diferencia de
Difference in customs e.g. eating habits | ----- [] |
| 5 | Racismo, discriminacion
Racism, discrimination | ----- [] |
| 6 | Diciplina, diferente forma de aplicar
Different ways of disciplining (children) | ----- [] |

*** ADYANTAJES/ASSETS**

- | | | |
|---|---|-----------|
| 1 | Aprender nueva idioma
Learn a new language | ----- [] |
| 2 | Transmitir la cultura Latina
Transmit (own) Latina culture | ----- [] |
| 3 | Dar ejemplo de superacion
Be models, examples of those who overcome/grow or 'make it' (in a new culture) | ----- [] |
| 4 | Concientes de aplicar diciplina rapida y efectiva
Awareness of need for quick (timely), effective discipline | ----- [] |
| 5 | Aprender nuevas formas de expresion
Learn new ways to react to children's behaviors | ----- [] |
| 6 | Transmitir nuevas formas de psicologia
Share new psychological approaches | ----- [] |

APPENDIX G
COOPERSMITH SELF ESTEEM INVENTORY ADULT VERSION
SPANISH/ENGLISH

APPENDIX G

Spanish Translation of Coopersmith Self Esteem Inventory Adult Version by S. Coopersmith

Like Me Unlike Me

- | | | |
|----|----|---|
| -- | -- | 1. Usualmente las cosas no me molestan. |
| | | 1. Things usually don't bother me. |
| -- | -- | 2. Yo encuentro bien difícil hablar frente a un grupo. |
| | | 2. I find it very hard to talk in front of a group. |
| -- | -- | 3. Hay muchas cosas de mí misma que si pudiera las cambiaría. |
| | | 3. There are lots of things I'd change about myself if I could. |
| -- | -- | 4. Yo puedo tomar una decisión sin tener mucho problema. |
| | | 4. I can make up my mind without too much trouble. |
| -- | -- | 5. Es bien divertido estar conmigo. |
| | | 5. I'm a lot of fun to be with. |
| -- | -- | 6. Yo me puedo molestar fácilmente en casa. |
| | | 6. I get easily upset at home. |
| -- | -- | 7. Me toma mucho tiempo ajustar me a algo nueva. |
| | | 7. It takes me a long time to get used to anything new. |
| -- | -- | 8. Yo soy muy popular con personas de mi misma edad. |
| | | 8. I'm popular with people my own age. |
| -- | -- | 9. Mi familia considera usualmente mis sentimientos. |
| | | 9. My family usually considers my feelings. |
| -- | -- | 10. Yo me rindo muy fácilmente. |
| | | 10. I give in very easily. |
| -- | -- | 11. Mi familia esperaba más de mí. |
| | | 11. My family expects too much from me. |
| -- | -- | 12. Es bastante difícil ser yo misma. |
| | | 12. It's pretty tough to be me. |
| -- | -- | 13. Las cosas están muy complicadas en mi vida. |
| | | 13. Things are all mixed up in my life. |
| -- | -- | 14. La gente sigue usualmente mis ideas. |
| | | 14. People usually follow my ideas. |
| -- | -- | 15. Yo tengo una opinión muy pobre de mí misma. |
| | | 15. I have a low opinion of myself. |
| -- | -- | 16. Hay muchos momentos cuando me gustaría irme de mi casa. |
| | | 16. There are many times when I would like to leave home. |
| -- | -- | 17. Yo me siento a menudo disgustada con mi trabajo. |
| | | 17. I often feel upset with my work. |
| -- | -- | 18. Yo no soy tan bien parecida como mucha gente. |
| | | 18. I'm not as nice looking as most people. |
| -- | -- | 19. Si yo tengo algo que decir, usualmente lo digo. |
| | | 19. If I have something to say, I usually say it. |
| -- | -- | 20. Mi familia me entiende. |
| | | 20. My family understands me. |
| -- | -- | 21. La mayoría de las personas son más agradables que yo. |
| | | 21. Most people are better liked than I am. |
| -- | -- | 22. A menudo siento que mi familia me empuja. |
| | | 22. I usually feel as if my family is pushing me. |
| -- | -- | 23. A menudo me desaliento con lo que estoy haciendo. |
| | | 23. I often get discouraged with what I am doing. |
| -- | -- | 24. A menudo deseo poder ser otra persona. |
| | | 24. I often wish I were someone else. |
| -- | -- | 25. No se puede depender de mí. |
| | | 25. I can't be depended on. |

Adult Form of the Coopersmith Self-Esteem Inventory. Author: Stanley Coopersmith, Ph.D. Copyright 1975.
 Published in 1981 by Consulting Psychologists Press, Inc. 577 College Avenue, Palo Alto, CA 94306.
 Permission received from Publishers for use of the above Spanish translation 7/24/89.
 Translator: Maria Medina, Elm Park Center for E.C.E., Inc. 284 Highland Street, Worcester, MA 01602.

APPENDIX H
Calendar Schedule

Weeks Role Tasks

Prior to Implementation

- 1 DT Introduced Teacher Readiness Performance Evaluation Tool to trainees
- 1/1 DT Completed Teacher Readiness Performance Evaluation as a Pretest
- 1 DT Administered Spanish/English translation Coopersmith Self-Esteem Inventory orally in Spanish
Trainee Discussion to generate list of Cultural Heritage-Assets/Handicaps for development of pre/post test instrument.

Implementation period

- 1 W/DT/C Orientation: purpose, approach, process, format.
Cult. Heritage activity - childhood memory assignment introduced
DT/C Administration Cultural Heritage - Assets/Handicaps Instrument as Pretest
- 2 W/DT/C Cultural Heritage activity - childhood memory assignment continued;
- 3 W/DT/C " " " - childhood memory translated
- idea of weekly vocabulary quizz discussed
- 4 W/DT/C Entire session devoted to review of 3 weeks worth of vocabulary to allay fears of taking vocab. quizz before quizz given;
- 5 W/DT/C Cultural Heritage activity - favorite food & discussion of bookmaking;
- 6 W/DT/C " " " - translation favorite recipe w/graphics
W Midway progress report
- 7 W/DT Preparing for job interviews/resumes
- 8 W/DT/C Cultural Heritage activity - a person or place known as child
- 9 W/DT/C " " " - a scary moment growing up
- 10 W/DT/C Racism - a discussion based on local newspaper report
- 11 W/DT/C " " " - refined intermediate level products
- 12 W/DT/C Reviewed Tests to be administered in Spanish/English
W/DT Gave verbal instructions for written 300 word Vocabulary Test in Spanish and English
DT Administered Spanish/English Coopersmith Self-Esteem Inventory orally in Spanish/English
DT Administered Cultural Assets/Handicaps as Post test in Spanish/English
DT Completed Teacher Readiness Performance Evaluation as Post test

Key: DT = Director Training W = Writer C = Bilingual Counsellor

APPENDIX I
ESL/LITERACY PROGRAM MATERIALS LIST

APPENDIX I

Materials List To Use For Cultural Heritage ESL/Literacy Program

Qty.	Item

10 copies	Spanish/English dictionaries *
10 "	Roget's Thesaurus
10 "	Children's pictionaries Spanish/English
10 "	Notebooks for vocabulary list
10 sets	Scrabble
1	5-6' high x 3 panel folding screen for display purposes
1	Free standing lamp
1	Word processor - access needed **
1	Slide projector /screen ***
2	Carousel slide carriers
1	Video camera, port-a-pack & monitor ***
1	Large print typewriter ***
2	Audio-cassette recorder /players ***
1	36 mm. camera
2 rolls	36 mm. 24 ex. color print film
5 rolls	36 mm. 36 ex. slide film
5	60 min. blank video-cassettes
5	60 min. blank audio-cassettes
2 sets	Magic markers
2	Inkpads = objects/letters for printing
Assorted	Papers, tagboard, construction paper, laminates
Assorted	Glue sticks, masking/decorator tape, split pins, fasteners
*	sole item on list purchased for program
**	accesss to equipment denied
***	equipment broken or unavailable

APPENDIX J

MI RECUERDO EN LA NINÉZ. TENIA 7 AÑOS ***** THE MEMORY OF A SEVEN YEAR OLDAUTHOR LUZ PEREZ YEGA

Resulta que yo iba para la escuela, porque era mi primera semana de clase. Recuerdo que desde mi niñez, yo tomaba mi leche en una botella de cristal pero que era una caneca de licor. Pero como había mucha pobreza, y eramos muchos en mi casa, entonces yo le cogí tanto cavino a la botella de caneca esa, donde tomaba mi leche. Pero luego cuando me tocó ir a la escuela, pues yo tenía que dejar la costumbre de dejar de tomar leche en botella, pues cuando tuve que ir a mi primera semana de clase, pues resulta que el niño llevaba su merienda en la lunchera. Y yo como no tenía, se me ocurrió la idea de llevarme mi caneca en el bolsillo de mi uniforme - pero cuando me tocó a mí comer mi merienda fue cuando me puse tan nerviosa pues mi compañera me observaba tan curioso al verme a mí con mi caneca escondida en mi uniforme, y yo todo el día la pase con hambre por no atreverme a sacar mi lunch a la hora de recreo. Y cuando llegué a mi casa, se lo conté a mi Abuelo y entonces, vieron que curiosa yo era. Yo le dije que no iba ir más a la escuela si no me compraban una merienda a la escuela, entonces me la compraron, aunque fue con sacrificio pero me la compraron. Ese es mi recuerdo.

This story took place during the first week of school. My family was very poor and many of us lived in my house. I remember that I took milk to school in a liquor bottle. I was very fond of this bottle from which I drank my milk. But when I went to school, I had to quit the habit of drinking milk from that bottle. During my first week in class I saw another child who brought her lunch in a lunchbox. So the idea occurred to me to put the bottle in the pocket of my uniform. But when I went to eat my snack, I became so worried that my friends would wonder why I had hidden the bottle in the pocket of my uniform, that I did not dare to pull my lunch out at recess time. When I got home I told my grandfather about my problem but he just burst out laughing. Thereupon I told him that I wouldn't go to school again until my family bought me a lunchbox in which to carry my snack to school. Although a sacrifice, they bought me a lunchbox. And that is my memory.

Local news

WORCESTER TELEGRAM/GAZETTE 7.5.89

Unemployed women learn day-care skills

By Timothy J. Connolly
Staff Reporter

Denise Germain and Zaida Torres want to be day-care workers.

Ms. Germain is a young single parent of a 15-month-old baby. Zaida Torres is a grandmother with several grown children. They are good with children, but neither has a full-time job and they must depend on state Public Welfare for financial aid.

They are two of 16 women enrolled in a program for early childhood education at Elm Park Center on Highland Street. Implemented with a \$50,000 grant from the Bay State Skills Corp., the nine-month program trains people on welfare to be day-care workers.

The students receive 12 credits from Worcester State College for successfully completing the course, according to Karen Ross, director of training at the Elm Park Center. Besides learning how to work with young children, the students receive job counseling, help in finding a job and, in the case of Hispanic students, instruction in English as a second language.

Last week the students were introduced



Zaida Torres

to 10 directors of day-care centers around the city at a reception in the Chamber of Commerce offices. The students brought resumes and chatted with directors in informal interviews.



Denise Germain

"Some of these women had never had a job interview in their lives," Ms. Ross said. "This is a chance to put together a resume and to get a taste of what it's like to go on a job interview."

Ms. Germain said the program is not only teaching her how to work in a day-care center, but how to be a better parent for her baby. "This is more than just a training program," she said. "I've learned a lot about myself. It's been a great experience."

Ms. Torres, who primarily speaks Spanish, said she always has loved working with children and that her goal is to land a full-time job at a day care center. "This is beautiful," she said. "(The program) passed my expectations."

Dan de la Torre, the teen-care coordinator for Worcester Comprehensive Child Care Services Inc., said the program is particularly good for Latino women. Besides giving the women some practical skills and a chance to develop a career, it offers them some long-term help by teaching them English, he said.

"The program is very rewarding because some of these women are asking themselves questions like, 'Can I hold down a job and be a professional?' and 'Can I support my family on my own?'" Ms. Ross said. "It's striking to see these people evolve."

Appendix K

Cultural Heritage Literacy Skills & Self Image

APPENDIX L
SUBTLE DISCRIMINATION

Worcester

Gladys Rodriguez

AS A YOUNG GIRL GROWING up in South Boston, Gladys Rodriguez recalls a time in 1969 when the first of several Molotov cocktails were thrown through the window of her family's apartment. The warning was clear to the family that had just moved here from Puerto Rico, and they heeded it. Before the end of the year they moved out of the Hub and relocated in Worcester. Here, Rodriguez says, she and her family learned that the same hostility existed toward Hispanics, it was just more discreet.

"There's more of a subtle prejudice in Worcester," according to Rodriguez. "And I come from a family that has a real bad feeling about racism."

She says that although there have been no particularly disturbing or overt acts of racism committed against her here, she still can feel the strains among

many of the ethnic groups in the city. She says there is "a certain air" some people have toward each other when they walk down Main Street in downtown Worcester.

Rodriguez says that the city needs to revamp its style in a way that would make it more of a city for all of New England, rather than just a city plunked in the middle of the commonwealth.

"We need more Worcester officials in Boston, rallying in Boston and representing Worcester," she says. "We need more people talking to one another. To this point, I haven't seen enough of that."



Gladys Rodriguez

Rodriguez also offers that the philosophies of several Worcester business people and educators she's encountered are "antiquated" and reminiscent of the kind of thinking and attitudes that existed in the 1950s. She notes that it took the murder of South Community High School student Gerome Johnson last March to get the Familas Unidas-Family United group off the ground. The organization tried to help Worcester youths cope with the death of their classmate.

As director of Centro Las Americas for

the past nine months, Rodriguez says she's experienced considerable "red tape and bureaucracy" in the job. "Things get done," she points out. "We've got a mayor (Jordan Levy) who's very vocal but sometimes it takes a long time to get these things done."

Another aspect of the city that has become increasingly frustrating, says Rodriguez, is the lack of cultural activity. "There needs to be a greater effort to put together neighborhood plans," she says. "More people need to get involved."

(Gladys Rodriguez is director of Centro Las Americas, a neighborhood center on Sycamore Street.)

- Andrew Baron

Jason Ardizzone

A CONVERSATION WITH 16-year-old Jason Ardizzone, who will be a senior next year at Doherty High School, doesn't take long to reveal that being a student in the Worcester Public Schools is a difficult task — and that's not because his courses there are too tough or he's getting too much homework.

"Doherty has suffered a great deal," says Ardizzone. "For me, I'm interested in art and theatre. But with all of the cutbacks with (Proposition) 2½, it makes it tough to see if a lot of the programs will be around next year. In terms of a public school system, it's not the best place to be."

Strong words, yes, but words that are being heard repeatedly from students throughout Massachusetts. Ardizzone is hopeful that experience and leadership skills he gains this summer in the Future Leaders of Worcester (FLOW) program can be put to use in bettering his school. The program selects city students and assigns them to internships with key business, civic and government leaders in the community.



Jason Ardizzone

Ardizzone says he is frustrated that administrators at Doherty are not as receptive as he thinks they should be to students' interests. Although he hasn't experienced discouragement firsthand, he says that many of his friends have.

"The school doesn't really encourage extracurricular activity," he says flatly. "But trying to get an excused absence can be difficult."

Worcester, Ardizzone believes, is in need of a little reveille.

"I think it needs something to make it more alive. There's been talk of adding hotels and conference centers, so maybe that'll help. The Centrum has improved things," he says, also acknowledging the fact that many people in the downtown area despise the arena.

"But I think you have to start somewhere," he continues. "By asking what's wrong with the city, more answers and probably some more questions will be raised. It's a fair question to ask."

(Jason Ardizzone will be a senior this fall at Doherty High School.)

- Andrew Baron

APPENDIX L

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Cultural Heritage Literacy Skills & Self Image